



Human Resource Manual for Teachers and School Leaders



Better Teachers, Stronger Nation

Human Resource Manual

for Teachers and School Leaders

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Acronyms

BoG	Board Of Governors
CPD	Continuous Professional Development
DEO	District Education Officer
ED (Form)	Education (Form)
EMIS	Education Management Information Systems
EO	Equal Opportunities
EU	European Union
HR	Human Resources
HTC	Higher Teacher Certificate
MBSSE	Ministry of Basic and Senior Secondary Education
MoE	Ministry of Education
MoF	Ministry of Finance
MTHE	Ministry of Technical and Higher Education
NASSIT	National Social Security and Insurance Trust
NCTVA	National Council for Technical, Vocational, and other Academic Awards
NGO	Non-Government Organisation
NIN	National Identity Number
OHS	Occupational Health and Safety
SLTU	Sierra Leone Teacher Union
SMC	School Management Committee
TBA	To Be Added
TC	Teacher Certificate
TPD	Teacher Professional Development
TSC	Teaching Service Commission
TSC-DD	Teaching Service Commission-District Director
TSC-DO	Teaching Service Commission-District Office
TSC- HQ	Teaching Service Commission-Headquarters
TTC	Teacher Training College
WEC	Ward Education Committee

References

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- Penny Hackett, *Training Practice*, CIPD, London, 2004/2008
- Rosemary Harrison, *Learning and Development*, 3rd Edition, CIPD, London, 2003 (but look for the latest edition).
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Websites and links

- Cipd.co.uk – the professional body for HR and people development

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We can never quite thank all of you who have been a part of this journey. We recognise and appreciate your contribution. Let us all use the document to support the work, well-being and development of teachers and school leaders in Sierra Leone.

Foreword

The Teaching Service Commission proudly presents the Human Resource (HR) Manual for Teachers and School Leaders.

This is an invaluable tool, primarily for teachers, but also for all those who work closely with teachers providing administrative and professional support, including education authorities, school boards, supervisors, and inspectors.

Before the TSC became fully functional in 2018, the teaching profession in Sierra Leone had been neglected for decades. It received a major boost with the launch of the government's Free Quality School Education (FQSE) policy where H.E President Julius Maada Bio recognised teachers as this country's 'greatest asset'.

Since its inception, the government and partners have supported the TSC in its efforts to restore the value of teachers and promote their professional status and economic wellbeing. As an early step towards setting an agenda for teacher-focused interventions, the Commission conducted a Comprehensive Situation Analysis of Teachers and the Teaching Profession to understand the status of teachers and the challenges facing the profession.

It was followed by the development of a number of tools, most notably: the Professional Standards for Teachers and School Leaders; the Code of Conduct for Teachers; the Grievance Redress Mechanism; and most recently, a set of Harmonised Teacher Policies comprising Registration and Licensing, Teacher Management, Teacher Development and Performance, and Teacher-Employer Relations launched by the Hon. Minister of Basic and Senior Secondary Education, Dr David Moinina Sengeh in July, 2020.

The HR Manual is a much welcome complementary tool with enormous practical value in its 'how to' approach that every teacher is sure to find useful. The process of developing the manual was research-based, participatory and painstaking, involving lengthy analysis and revisions. The level of care and patience that went into its development truly reflects the value

the government places on teachers and the profession. The TSC is indebted to the EU for its support to this initiative through Mr. Jens Gnaur and his team.

The HR Manual will be a brand-new experience for teachers, providing them with the basic tools of the trade. It is designed to inspire and motivate teachers and give them a sense of belonging and pride in the profession. It serves to answer the myriad of questions teachers ask as they navigate their way through the complex maze of working relationships with employers and administrators at school, community, and central levels.

It brings relief to us at the TSC as it encapsulates solutions to the perennial challenges encountered with issues of social security and national registration, prerequisites for recruitment and entry into the government payroll. The manual will potentially reduce the endless traffic of teachers to TSC offices in search of answers, often taking them away from their most important task - teaching. The Commission will therefore ensure that a copy of the manual is secured for every teacher, as a priority, and that it is seen as an integral part of resources for teachers in the government's budget.

The TSC is committed to orienting school heads, teachers, and potential beneficiaries on the use of the HR Manual. The manual will enhance teachers' understanding of their roles and responsibilities, introduce positive changes in the execution of their duties, and increase job satisfaction and quality in the teaching workforce.

Staneala M Beckley (PhD)

Chair, Teaching Service Commission

PART 1: Introduction



Introduction

1.1 About this manual

- 1.1.1 Purpose
- 1.1.2 Objectives
- 1.1.3 Who the manual is for
- 1.1.4 Methodology

1.2 Introduction to Human Resource Management

1.3 The Teaching Service in Sierra Leone

- 1.3.1 Facts and figures on schools
- 1.3.2 Policies and Regulations
- 1.3.3 Key Organisations



Who should read

- All teachers, school leaders and others with HR responsibilities in the teaching services to understand:
 - The purpose of the HR manual
 - How to use it
 - The importance of good human resource management
 - Teaching services in Sierra Leone.



More information

www.tsc.gov.sl

1.1 About this Manual

1.1.1 Purpose

The Human Resource Manual for Teachers and School Leaders, in short the HR Manual, aims to address the needs of all those with important Human Resource (HR) responsibilities including school leaders, teachers, education committee members and others working for the teaching service, by providing concise explanations, practical instructions and the tools needed to execute HR tasks. The HR Manual is administered by the Teaching Service Commission (TSC) as an instrument to fulfil its mandate for managing teachers in Sierra Leone. The TSC updates and makes changes to the manual whenever needed.

It provides guidance on the rules and procedures governing teachers and school leaders as employees of the teaching service, such as what to expect as an employee of the teaching service, what is expected in return, how to apply for jobs in the teaching service, promotion, transfer, leave, separation from service, and the processes involved.

The manual introduces: the fundamental principles guiding modern HR; a strategic approach to HR, where HR supports the achievement of strategic policies and goals in the education sector; improved HR processes; and an emphasis on employee welfare and well-being, including motivation, health and safety, and the work environment.

The manual has been developed to be available in paper and digital format to increase accessibility. The printed version will be available at all TSC-DO offices. The online version is accessible on computers, tablets and smartphones. All pages from the online version can be printed, including HR forms and sample letters, which can be downloaded, printed, completed in hardcopy, scanned and submitted as attachments to e-mails.

1.1.2 Objectives

The objectives of the HR Manual are:

Long-term objective (Impact)

- To improve the quality of teaching in primary and secondary schools through effective, competent, motivated and (job) satisfied teachers.

General objectives (Outcome)

- To provide a comprehensive HR system for the teaching service which operationalises the National Teacher Policy for Sierra Leone.
- To ensure professional, proficient, merit-based, transparent, equitable, unbiased and fair HR management of teachers that is timely, accurate, and effective.
- To ensure HR practitioners in the teaching service have the knowledge, skills and attitudes to carry out HR tasks to a high professional standard.
- To enhance modern strategic and people oriented HR in the teaching service.
- To enable users of the manual to easily find and access key information and instructions on teacher human resource management and the required forms, including online via computer, tablets and smartphones.

Immediate objectives

To inform HR non-specialist practitioners and employees in Sierra Leone's Teaching Service:

- **WHY** HR functions are important
- **WHAT** the main rules are in teacher personnel management
- **WHO** is responsible for HR activities
- **HOW** to carry out HR procedures and the steps involved
- **WHERE** to seek further information
- Best practices and modern trends in HR to keep the user updated on latest developments
- Provide **FORMS** and **SAMPLE LETTERS** required to complete HR transactions.

1.1.3 Who is the manual for?

The target users are:

- All teachers, school leaders and other staff working within the teaching service
- Non-HR specialists with important HR functions, responsibilities and tasks especially in the districts including:
 - School leaders

- Members of Committees and Boards engaged in HR services for teachers.
- TSC staff, particularly those based in TSC district offices
- HR specialists who wish to have an overview of HR in the teaching service and a tool for guidance and instruction of the users whom they supervise.

1.1.4 How to use the manual

Many HR functions and processes in the teaching service are under construction. As a result, this manual is a living document and the digital version will continually be updated as new processes are developed.

It is unlikely new updates will be reflected in the printed version for some time, so users are advised to read it online at www.tsc.gov.uk to ensure they are aware of the latest changes.

Navigating the printed manual:

For ease of use and access, each section opens with a clear breakdown of contents to guide the user as follows:

	Introduction
	Places the HR function in the wider context of modern HR and explains its importance
	Rules
	Rules based on teacher policy. All users should make themselves aware of the rules and adhere to them.
	Processes
	What to do and how to do it
	Best Practice
	Guidelines and advice based on best practice in modern HR. Suggested processes where TSC systems are under development.
	Who should read and why

Who should read the section and why it is relevant to them.



Forms & Letters

A list of the forms and sample letters required to complete processes in the section. [Forms and letters](#) can be found at the back of the manual.



More information

Where to find more information.

1.1.5 Methodology

The methodology applied in the preparation of this manual is based on considerable engagement with stakeholders and future users, including TSC district staff, school leaders, senior teachers, SLTU managers and others representing the teaching service. The National Teacher Policy (TSC, 2019) and the departmental structure and tasks of the TSC have served as a framework.

The methodology included:

- 1) Needs assessment
- 2) Development of the manual concept
- 3) Identification of the HR functions to be included
- 4) Design of the structure
- 5) Examination and inclusion of National Teacher Policies
- 6) Research on and inclusion of modern HR functions, i.e. strategic and people-oriented HR
- 7) Input into the contents by future users and stakeholder from relevant Sierra Leone institutions
- 8) Lay-out, design and editing
- 9) Feedback, validation and adjustments at different stages
- 10) Digitalisation of manual and HR forms
- 11) Training of trainers and resource persons
- 12) Dissemination and distribution.

1.2 About Human Resource Management

Human Resource Management (HR) is a strategic function. It is fundamentally different from Personnel Administration, which is traditionally preoccupied with rules, regulations and the administration of employees.

Under human resource management, people working for an organisation are not viewed as a cost. Rather they are considered an investment and are an essential part of organisational strategy to achieve future success.

Administrative rules and regulations relating to employees are still fundamental to the smooth running of any organisation. However, a strategic approach to human resources means managers must think carefully about the people they employ, ensuring they select staff who enable the organisation to achieve its goals and targets, embrace new technology, make a real difference to society and prepare for the demands of the future.

Modern HR is therefore concerned with recruiting people with the right competencies, making optimal use of them, motivating them for high performance, developing their skills for present and future requirements, nurturing their careers and ensuring their wellbeing in the workplace. All this applies as much to the teaching service as to any other service or sector, public or private.

In Sierra Leone, improving HR in the teaching service will help the government achieve its policy of free and compulsory quality education. To provide quality education, school leaders and teachers must be both competent and motivated. They must have a conducive work environment in which to build their skills, and an environment with appropriate facilities which is safe, healthy, and pleasant to work in. They must have professional support from their superiors and peers, good teamwork and enough job satisfaction and career prospects to remain in the service for a reasonable length of time while being stimulated to develop themselves professionally towards increasing excellence in teaching. All this falls within the scope of HR.



In the teaching service, HR management of teachers must promote **equity** and **fairness** in HR processes. HR processes must be transparent and based on objective criteria, without possibility for bias, prejudice or favouritism. HR must ensure equal opportunities in important HR areas such as recruitment, promotion, professional development opportunities etc, irrespective of gender, social or cultural background, or disabilities. In some cases, this would imply the provision of special facilities, for instance for teachers with disabilities. Equity, fairness and equal opportunities are important motivational factors, while the opposite can demotivate and be detrimental to commitment.

Merit is a key term in modern HR, which also applies to the teaching service. It means an employee is recruited, advances and is rewarded based on demonstrated merit in professional performance and behaviour, as defined by clear and objective criteria.

Finally, HR aims at promoting **professionalism** in the way people work. This means working according to recognised professional standards and competencies. The sense of belonging to a profession and taking pride in that profession implies that a teacher or school leader works with **commitment** and strives to achieve the optimal professional performance. They develop themselves professionally and continually enhance their **proficiency** by acquiring new knowledge and techniques in teaching and supporting junior colleagues when required. Professionalism, in the context of HR, implies **integrity** and adherence to the Code of Conduct.

1.3 The Teaching Service in Sierra Leone

1.3.1 Facts and figures on schools, teachers and pupils in Sierra Leone

The following information is taken from the School Census 2019. The census report was still in draft at time of writing therefore the figures may be subject to change. However, they provide a good overall picture of the entire sector (private and public), with more than 11,000 schools, 83,000 teachers, and 2.6 million school children.

The Teaching Service Commission is responsible for teachers in approved (government or government assisted schools) who are on the government payroll. In 2019, there were 46,436 teachers registered by the TSC.

Teachers in unapproved schools may be registered with TSC if they hold relevant teacher qualifications. All teachers and schools in both the private and public sector must adhere to general rules.

Total Schools in Sierra Leone

	Community	Government	Mission	Other	Private	Total
Pre-primary	256	151	721	5	625	1,758
Primary	881	1,163	4,412	7	691	7,154

J. Secondary	347	166	784	3	333	1,633
S. Secondary	95	61	305	1	161	623
Total	1,579	1,541	6,222	16	1,810	11,168

The Government owns little more than 16% of schools in Sierra Leone. The majority of schools are mission schools, and there are large numbers of community and private schools. Approximately 60% of schools are approved, meaning they are government or government assisted schools – either financially or in other ways . Not all teachers in approved schools are on the government payroll.

For a school to be approved, it must meet certain criteria in terms of the number of qualified teachers, facilities, etc. While the approval of schools is a ministerial responsibility, the teaching service must ensure the majority of teachers are qualified to deliver teaching of a high professional standard through its recruitment and deployment practices, school leadership and through provision of professional development.

Total Approved and Unapproved Schools

	Approved	Unapproved
Pre-primary	728	1,030
Primary	4,707	2,447
J. Secondary	1,125	508
S. Secondary	440	183
Total	7,000	4,168

Total Female and Male Teachers in Sierra Leone

	Female	Male	Total
Pre-primary	4,878	688	5,566
Primary	14,284	33,454	47,738
J. Secondary	3,155	16,733	19,888
S. Secondary	817	9,024	9,841
Total	23,134	59,899	83,033

NB: the figures above refer to teachers across all schools, including government, community, Mission and private.

There are disproportionate numbers of female and male teachers, with far more male teachers at all levels except pre-primary. The discrepancy increases at each higher level in the school

system and peaks in senior secondary schools with approx. 11 times more male than female teachers. It is an important task of HR to redress the imbalance.

Teachers by Qualification

	Bachelor in Ed	Masters, PhD + ED	HTC (Secondary)	HTC (Primary)	TC	Un-qualified	Total
Pre-primary	51	9	123	485	2,206	2,692	5,566
Primary	454	39	1,350	5,666	22,875	17,354	47,738
J. Secondary	2,615	239	8,679	954	1,841	5,560	19,888
S. Secondary	3,666	304	3,029	166	223	2,453	9,841
Total	6,786	591	13,181	7,271	27,145	28,059	83,033

NB: the figures above refer to teachers across all schools, including government, community, Mission and private.

Nearly a third of all teachers are un-qualified and should either be replaced or become qualified over the next couple of years. Teachers in secondary schools are generally well qualified with many degree holders but there are still considerable numbers of unqualified teachers at this level.

In primary schools nearly 2 out of every 3 teachers are unqualified.

NB: Some teachers who are considered to be unqualified may be partially educated in teaching, have valuable teaching experience, or have an education that does not directly qualify them for teaching, but is useful.

Girls and Boys School Enrolment

	Girls	Boys	Total	Total in approved schools
Pre-primary	66,752	60,416	127,168	59,534
Primary	896,191	874,177	1,770,368	1,372,356
J. Secondary	226,159	225,526	451,685	386,027
S. Secondary	147,696	157,389	305,085	273,164
Total	1,336,798	1,317,508	2,654,306	2,091,081

NB: the figures above refer to pupils across all schools, including government, community, Mission and private.

School children make up a considerable proportion of Sierra Leone's population and is expected to increase in the foreseeable future. The Government's policy of free, compulsory education has created a growing demand for qualified teachers. Forecasting future demand of teachers is an important role of HR and impacts on the planning, capacity and resources of Teacher Training Colleges (TTCs).

The gender balance among pupils is improving, with more girls than boys attending primary school, and almost equal numbers in junior secondary school. The discrepancy in senior secondary school is small, with around 10,000 more boys than girls. This trend is likely to affect tertiary education in the near future, including the output of qualified teacher candidates from TTCs. It is important to promote the teaching profession to women.

This manual focusses on Government and Government-assisted schools, and teachers who are approved, registered in the teacher records database and on the government payroll.

1.3.2 Policies and regulations guiding human resource management of teachers

The human resource management of teachers in Sierra Leone is governed by the policies and regulations contained in the below documents. A small number of HR functions are guided by other legally valid documents, which are noted under specific sub-sections of the manual.

- Education Act, Sierra Leone Gazette, 2004
- Teaching Service Commission Act, 2011
- Professional Standards for Teachers and School Leaders in Sierra Leone, TSC, 2017
- National Teacher Policy for Sierra Leone, TSC, 2019
- Code of Conduct for Teachers and other Education Personnel in Sierra Leone, TSC, 2019.

The above documents are available on www.tsc.gov.sl.

1.3.3 Key organisations with essential HR responsibilities

The Education Act, 2004 details the mandates, key responsibilities and composition of educational institutions.

The Teaching Service Commission (TSC):

The Teaching Service Commission (TSC) has overall responsibility for the human resource management of teachers and school leaders in Sierra Leone. Its Mission is to:

"ensure adequate, professionally qualified, motivated and disciplined teaching staff in all public, basic, secondary and technical and vocational schools for the successful implementation of national education policies, plans and programmes."

The TSC has four departments:

- Teacher Management: responsible for recruitment, promotion, transfer, retirement, leave, separation from service, and other fundamental teacher personnel management tasks.
- Teacher Registration and Licensing: responsible for the registration of teachers, teacher records, teacher database and teacher licensing.
- Teacher Development and Performance: responsible for overseeing teacher qualifications, professional standards, induction and orientation of new teachers, the continued professional development of teachers and school leaders, and managing teacher performance.
- Teacher - Employer Relations: is responsible for defining and monitoring rights and obligations in relation to teachers and their employers, upholding the Code of Ethics, the condition of service for teachers, and for issues such as equal opportunities, safety and health and work environment.

The establishment and mandate of the TSC is described in the *Teaching Service Commission Act of 2011*.

TSC District Offices

TSC has an office in each of Sierra Leone's 16 districts. The offices are staffed by a Deputy Director (DD) and a District Officer (DO). The TSC District Offices (TSC-DOs) cooperate closely with District Education Offices (DEOs) (see Ministry of Basic and Senior Secondary Education below) and are located next to each other. Most HR matters are initially addressed to district offices before they are processed centrally.

The TSC-DO coordinates, advises and supervises school leaders, teachers and others with HR responsibilities. All HR correspondence and processes go through them. The offices are engaged in most HR activities in the district, including recruitment, promotion, transfers and payroll, coordination of training activities and collaboration with education institutions and partners and serve as a liaison between schools and TSC-HQ. With the DEO and school leaders, TSC-DOs engage in teacher supervision and quality assurance, and cooperate with the Sierra Leone Teachers' Union on matters of HR and teacher training. TSC-DOs serve as a resource centre for this HR Manual and other online HR services.

Ministry of Basic and Senior Secondary Education

The Ministry of Basic and Senior Secondary Education (MBSSE) is responsible for legislation and regulations relating to primary and secondary education. It is also responsible for schools, including overall planning, budgeting and information management, school infrastructure, supervision and quality assurance, curriculum and education materials, approval and certification of new schools, and other core school and education sector issues. The MBSSE operates through DEOs in the districts.

The Ministry's role in teacher HR management includes:

- Final signing of a new teacher's employment
- Final approval of a teacher's termination of service
- Appointment of school leaders.

District Education Offices

Within the DEO, District Deputy Directors have overall oversight and responsibility for educational activities in the district.

Under the DEO, school inspectors and school supervisors are responsible for school inspection, supervision and quality assurance of all schools in the district, including the quality of teaching, which is a shared responsibility with TSC-DO. The DEO also deals with complaints and queries from school leaders and teachers.

Teacher Training Colleges & Universities

Teacher Training Colleges (TTCs) are under the Ministry of Technical and Higher Education (MTHE) and are the main supplier of qualified teachers in the education service. They ensure an adequate number of qualified teachers and deliver high teaching standards. TTCs provide:

- Tertiary pre-service teacher education
- Awards for Teacher Certificate (TC), Higher Teacher Certificate (HTC) Primary and Secondary, Bachelor, Master, and Ph.D. Degrees in Education, and Post-Graduate Diploma in Education
- In-service teacher training and online accredited courses for teachers and unqualified teachers seeking recognised qualifications
- Provision of in-service teacher training
- Research in the field of Education.

For more information about TTCs go to [Teacher Education](#) in Part 5: Teacher Professional Development.

In addition to TTCs, Universities offer subject-specific Bachelor and Master Degrees in Science, the Arts and Social Studies, which, with a Post-Graduate Diploma in Education acquired from a TTC, qualifies a graduate for a teaching position.

Accountant General's Office, Ministry of Finance

The Accountant General's Office processes and pays teacher salaries through the teachers' local bank accounts.

Sierra Leone Teachers' Union

The Sierra Leone Teachers' Union (SLTU) is an advocating body for teachers and negotiates with government on issues such as teacher-employee relations, teacher salary, working conditions, welfare, safety and health, education and professional development, and gender/equity. It also provides in-service teacher training. The SLTU works closely with TSC and is represented at national, regional, district and school level.

District Councils and Education Committees

The 2004 Education Act devolved education responsibilities to districts. The process is partially complete. The Education Chairperson on the Council is elected. The Education Committee has a broad spectrum of functions and is engaged in basic and secondary education matters in the district. The Committee is not engaged in tertiary education. Essential responsibilities include:

- Involved in recruitment of new teachers and sign ED Forms
- Coordinate education activities in the district
- Prepare annual and quarterly education plans and budgets.

School Management Committees

As stipulated in the Education Act, 2004, each primary school has a School Management Committee (SMC) as part of its overall management structure. The committee has eight members: Chairperson (elected among the members); Head Teacher, who acts as Secretary to the Committee; Treasurer; the Councillor of the ward; the town/village Chief and two or three parents.

Members meet before the school year starts, at least once during each term, at the end of each school year, and on an ad-hoc basis if there are matters to address. The Committee has overall responsibility for the smooth running and management of the school including:

- Supervises the functioning of the school and visits on a regular basis.
- Checks and signs the school budget
- Checks teacher attendance and punctuality
- Promotes teacher welfare

- Takes an active role in the recruitment process, including receiving the shortlist, inviting candidates for interview, sitting on the interview panel and selecting the final candidate
- Recommends teachers for promotion
- Settles disputes
- Engages in disciplinary action.

Board of Governors

Every Secondary School has a Board of Governors (BoG). The Board has 12 members: four proprietor nominees; one selected by the old student association; the Minister of Education nominates five members and the local authority one member. The School Principal acts as Secretary to the Board. The Minister appoints the Chair of the board.

The Board of Governors shares similar responsibilities to School Management Committees in primary schools.

Ward Education Committee

A Ward comprises a cluster of villages. Ward Education Committee (WEC) members include a representative from each political party, the Councillor of the Ward and representatives of the Conference of Principals (an organisation representing principals in secondary schools), SLTU, National Council of Head Teachers, and parents.

The WEC is purely supervisory. It monitors the performance of schools and the attendance, punctuality, conduct, etc. of teachers.

District Quality Assurance Committees

Each district has a Quality Assurance Committee, which operates under the MBSSE and provides assistance in quality assurance of schools within the district. Committee members comprise:

- School supervisor
- TSC District staff member

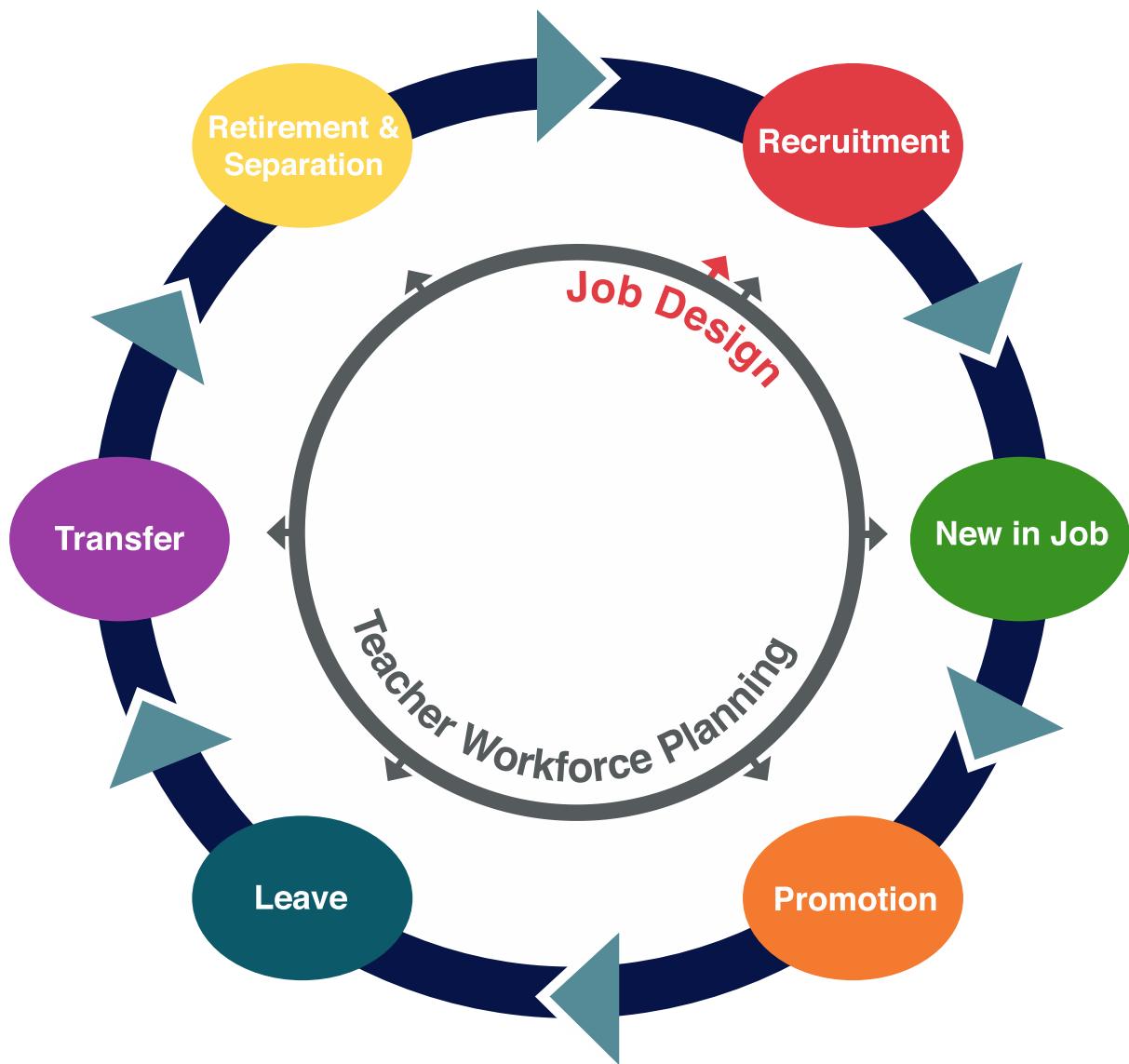
- Conference of Principles representative
- Head Teachers' Council representative
- SLTU representative
- District Council Education Committee representative
- Teacher representative.

Disciplinary Committee

Each school has a Disciplinary Committee composed of teachers within the school who select a Committee Chairman and other members. Member numbers vary.

PART 2: Teacher Human Resource Management

The Employment Life Cycle



2.1 Teacher Workforce Planning



Introduction

2.1.1 What is teacher workforce planning and why is it important?



Rules

2.1.2 Teacher workforce planning in Sierra Leone

2.1.3 Deployment

2.1.4 Remote deployment

2.1.5 Attraction and retention



Processes

2.1.6 How to forecast and report the demand for teachers at school level



Best Practice

2.1.7 General criteria for forecasting teacher workforce demands

2.1.8 How to attract and retain teachers



Who should read and why

- **School leaders** with responsibility for workforce planning in their schools to understand what they are required to do.
- **All teachers and school leaders** to understand:
 - how the teaching workforce is planned
 - how teachers are deployed across the country and the rules, including in remote areas
 - the TSC's responsibility to attract and retain teachers and school leaders.



More information



Introduction

2.1.1 What is teacher workforce planning and why is it important?

One of the teaching service's main responsibilities is to ensure that every class and grade in every school throughout the country is sufficiently staffed by qualified teachers who can deliver the scheduled lessons according to the curriculum and expected standards. When this is not possible, due to teacher illness or another unexpected incident, the school leader must ensure a temporary replacement.

Therefore, the teaching service at national, district and school level must assess teacher demand for the coming school year and for the next five years to ensure:

- an adequate supply of teachers from teacher training colleges
- adequate budget allocation to schools and districts
- timely recruitment in time for the start of the school year.

Workforce planning is essential to avoid being taken by surprise by major increases or decreases in demand resulting from changes to policies or regulations, teacher-student ratios, demographics or the number of children of school age.

When **deploying teachers**, the teaching service must aim to ensure an even distribution of qualified teachers, subject teachers and young teachers between urban, rural and remote areas. They must also aim to improve gender balance within the teaching service.

Effective workforce planning ensures the teaching service is **rightsized** with the right people in the right place at the right time. Rightsizing ensures optimal cost-efficiency and effective use of the workforce, achieving the best possible result for the least cost. Inadequate planning and utilisation of the workforce is costly in the long run.

Workforce planning and forecasting requires cooperation across several educational institutions including: schools, district education and school authorities, TSC, MBSSE, MTHE,

universities and teacher training collages, and labour market institutions. The Education Management Information Systems (EMIS) is based on the school census is an important source for the forecast of teachers.

Sierra Leone has a high turn-over of teachers and a high attrition rate. Improved workforce planning will enable the teaching service to plan systematically for attracting and retaining teachers for life-long or prolonged career.



Rules

2.1.2 Teacher workforce planning in Sierra Leone

- The Teaching Service strives to ensure the teacher workforce is right-sized, with the right number of qualified teachers and subject specialists (neither too many or too few) deployed in the country's schools, whether urban, rural or remote.
- School leaders are responsible for forecasting the demand for teachers for their schools.
- The TSC forecasts teacher recruitment demand for each coming school year based on information received from school leaders.
- Every five years the TSC and MBSSE forecast the demand for teachers for the next five years. TTCs use the forecasted demand to plan input and output of teacher students.

2.1.3 Deployment

- Deployment of teachers aims to meet the needs of schools and pupils for qualified teachers.
- Deployment procedures shall be fair, transparent, equitable and based on objective criteria.
- Deployment must ensure an equal distribution of qualified teachers based on teacher-student ratios and the need for subject specialists throughout the country in urban, rural and remote areas.
- It is the policy of TSC that compensation for relocation expenses will be provided for employer-initiated deployment.

2.1.4 Teachers in Remote Areas

- Teachers deployed in areas designated as remote/hardship shall be compensated and are eligible for special benefits such as scholarships.
- Deployment to schools in remote areas must not be applied as a punitive measure.

2.1.5 Attraction & Retention

- The TSC shall promote the teaching profession at least once a year through campaigns in senior secondary schools, universities and teacher training colleges using appropriate media.
- The TSC shall take measures to make the teaching profession attractive by offering an attractive career path, good working conditions, and similar measures.



Processes

2.1.6 How to forecast and report the demand for teachers at school level

At the end of each school year, school leaders must estimate the need for teachers at their schools for the next school year and for the following five years. The exercise applies many of the same criteria as national workforce forecasting (see below).

At school level it is a matter of simply counting: Who is expected to retire and when? Who will be promoted to a higher position and when? What is the expected increase or decrease in pupil population? How often on average (based on experience from previous years) will a teacher transfer to another school or leave the service? Etc.

The school leader must supply information on recruitment needs at their school to their TSC-DO by using a regular calculation based on the below criteria. The TSC-DO will aggregate the results at district level and submit it to TSC-HQ, which will then use information from all districts to forecast the need for recruiting teachers on a national scale.

To forecast school workforce demand, school leaders should apply the following criteria:

- Increase or decrease in the estimated number of pupils

- Teacher-pupil ratio
- Total population of required teachers based on teacher-pupil ratio
- Need for teachers with subject specialisation for specialisations in secondary schools
- Teachers who are expected to retire
- School leaders who are expected to retire or be promoted to the civil service, TSC, etc.
- Teachers who are expected to be promoted to school leader positions
- Estimation of teachers who will transfer to other schools (based on the trend from previous years).
- Estimation of teachers expected to separate from the service (based on the trend from previous years).

THE FINAL MODEL FOR SCHOOL-LEVEL FORECASTING IS UNDER DEVELOPMENT



Best Practice

2.1.7 General criteria for forecasting teacher workforce

MBSSE is overall responsible for forecasting the demand of teachers for national planning and budgeting, while TSC must forecast for annual recruitment and deployment.

The following criteria (estimations) can be applied to forecast the demand for teachers at national level:

- Teacher student ratio
- Population growth and annual increase of children in the school age
- Demographic changes (for instance people moving from rural areas to Freetown)
- Increase or decrease in dropout rate
- Increase or decrease of passing rates
- The need for qualified teachers at each level (pre-, grades 1-3, grades 4-6, etc.)
- The need for qualified subject teachers in different specialisations in secondary schools

- Promotions from teacher into school leader positions or into the civil service
- Turnover rate, including scheduled retirements, estimated separations from service, etc.

2.1.8 How to attract and retain teachers

An important part of Human Resource Planning in an area of shortage is to find ways of attracting and retaining staff. Sierra Leone is facing a shortage of qualified teachers and therefore needs to attract young people to enrol in teacher training colleges and subsequently opt for a career in the teaching service.

In order to encourage young people for the teaching profession the teaching service has a range of options including:

- Organise promotion activities regularly, preferably annually, at the end of each school year and before exams for coming graduates in secondary schools and teacher training colleges.
- Apply young people's means of communication, information and learning, such as social media.
- Explore and implement means of raising the status of the profession through media campaigns.
- Highlight the advantages of being a teacher:
 - Meaningful job impacting on the country's economy and progress, social conditions and poverty elimination, the future careers of pupils, etc.
 - The joy of working with children.
 - Opportunities for creativity in teaching.
 - Opportunities for pursuing and developing subject interests.
 - Etc.
- Lay-out an attractive career path for teachers (from rural community school to UNESCO).
- Offer benefits to teachers if possible, such as housing, school meals, etc.
- Offer a good work environment, i.e. good facilities, common rooms for teachers, cleanliness, open and green spaces, proper classrooms which are not crammed, etc.

- Enhance best-practice leadership in schools.
- Ensure smooth administration of all HR processes pertaining to teachers.
- Promote a stimulating academic and learning environment for teachers.
- Provide insurance, a good pension scheme and similar benefits to teachers.

2.2 Teacher and School Leader: The Jobs



Introduction

- 2.2.1 The jobs of teacher and school leader
- 2.2.2 Job Description – an introduction
- 2.2.3 Job enrichment – an introduction



Rules

- 2.2.4 Understanding of the context of the job of teacher and school leader
- 2.2.5 General rules regarding Jobs in the teaching profession
- 2.2.6 Contents of a job description



Processes

Processes are currently under development



Best Practice

- 2.2.7 How to use a job description
- 2.2.8 How school leaders may enrich a teacher's job



Who should read and why

- All teachers, school leaders and others with HR responsibilities in the teaching services to understand:
 - The tasks of teachers and school leaders.
 - The competencies, skills and experience required to be a teacher or school leader.
 - Jobs descriptions for teachers and school leaders and how to use them.



More information

- *Professional Standards for Teachers and School Leaders in Sierra Leone, TSC, 2017* (in the following: *Professional Standards for Teachers and School Leaders*).
- *Code of Conduct for Teachers and other Education Personnel in Sierra Leone, TSC, 2019* (in the following: *Code of Conduct for Teachers*).
- Annex 1: Job description - Teacher and School Leader



Introduction

2.2.1 The jobs of teacher and school leader

Teaching is a meaningful and valuable profession. In Sierra Leone, teachers and school leaders have a major impact on the future of school children and on the country. Economic growth, social improvement, meeting the demands of the labour market for qualified labour, as well as personal job satisfaction and wellbeing all start in the country's schools.

As a result, it is important that teacher and school leader jobs are designed and performed optimally to deliver high quality teaching that has a positive impact on learning and pupil achievement. High quality teaching is composed of several factors which determine the pupils' degree of learning and subsequent application of knowledge and skills in the real world. These are all reflected in the way the jobs of school leaders and teachers are designed and practiced.

The job of a teacher is varied and goes beyond the classroom. A teacher not only teaches, but counsels pupils, engages in extra-curricular activities, such as sports and excursions, interacts with parents, meets with peers and school leaders to plan and address school issues, helps to keep the school tidy, clean and safe, and participates in professional forums.

The standards to which all teachers and school leaders must aim are described in the *Professional Standards for Teachers and School Leaders in Sierra Leone* (TSC, 2017). The *Code of Conduct for Teachers and other Education Personnel*, TSC, 2019. also guides job performance and teacher and school leader behaviour.

2.2.2 Job Description

Job descriptions guide the work of teachers and school leaders and are at the heart of many Personnel Management procedures and practices.

A job description is based on an in-depth analysis of a job. It is short, usually less than two pages, and factual. It includes essential information about the job, such as the overall

responsibilities of the job holder, key tasks involved in the performance of the job, and basic information about the job for administrative purposes. It also specifies the education and competencies required to perform the job.

It is prudent in the Job Description to mention any special job demands, and factors of health, safety and the environment.

An analysis of a teacher's job requires professional expertise. Such job analysis may take place in connection with large educational and/or organisational reforms. But the TSC must update Job Descriptions or relevant parts of them regularly, particularly when there are major changes affecting the requirements and contents of a teacher or school leader job.

For Job Analysis refer to Section 4.1. on [Payroll](#).

Job descriptions may be used for teacher recruitment, induction, promotion, performance appraisal, personal development interviews, learning needs assessment, professional development and training, coaching, mentoring and supervision, as well as for other HR activities.

2.2.3 Job Enrichment

The teaching profession has considerable potential for innovation, inventiveness, play, and artistic creativity in the way a teacher involves young learners and conveys subjects to them. This enhances learning, but is also a form of *Job Enrichment*, since creativity and innovation make the job more fulfilling and interesting. Promoting *Job Enrichment* in schools is an instrument for TSC and school management to keep teachers in their jobs and ensure that they develop professionally.

Job enrichment, where a school leader's or a teacher's job is more personally fulfilling and interesting, is an important means of attracting and retaining teachers in the teaching service. It is also a way of helping teachers expand their knowledge and skills and continuously learn throughout their career. Job enrichment involves basic leadership practices such as delegating

responsibilities and establishing socially fulfilling teams. It also involves creating conducive working and learning environments.



Rules

2.2.4 Understanding of the context of the job of teacher and school leader

- To understand the context and contents of their work, teacher students and candidates, and teachers and school leaders must acquaint themselves with:
 - Mid-term Education Sector Plan, 2018-2021
 - The Education Act of 2004 (Sierra Leone Gazette, 1st April 2004)
 - The *Professional Standards for Teachers and School Leaders (TSC, 2017)*
 - The *Code of Conduct for Teachers (TSC, 2019)*
 - The approaches to teaching of the school at which they work
 - Their Job Description.

2.2.5 General rules regarding Jobs in the teaching profession:

- The TSC is responsible for writing Job Descriptions.
- Teaching and school leader jobs must be designed, planned, performed and appraised in accordance with the *professional standards for teachers and school leaders*, the *Code of Conduct*, the norms applying to the teaching profession, prevailing health and safety standards, and the needs of the education sector and schools in Sierra Leone.
- Job descriptions should, as a minimum, describe basic data about the job, essential responsibilities and tasks, and required competencies to do the job.
- The TSC must review and update teacher and school leader job descriptions and other information about on-the-job requirements at a minimum of every three years.
- The TSC and school management must promote and ensure job enrichment and ensure conducive physical and professional job environments for teachers and school leaders.
- A teacher's job performance is monitored on a regular basis by the school leader who must ensure work discipline, high standards of teaching, adherence to the Code of Conduct, and a good climate amongst teachers.

- Teacher and school leader job performance is appraised in connection with school supervision, school reports and annual performance appraisal.
- The job of a school leader or a teacher is not confined to the job description. The teacher shall also perform tasks in accordance with the profession, level and nature of the job as requested by their superior.



Best Practice

For new and TSC-approved Teacher and School Leader Job Descriptions refer to Annex 1.

2.2.6 Contents of a Job Description

A teacher Job Description may contain the following information. Compulsory entries are marked with an asterisk *

- Position title and salary grade range*
- Place of work*
- Travel
- Reports to
- Supervises
- Purpose of the job*
- Overall responsibilities
- Core tasks*
- Extra-curricular engagements
- Managerial and supervisory tasks
- Engagement with parents and community
- Specially assigned tasks
- Demands and difficulties of the job
- Knowledge required*
- Skills required*
- Aptitude required*
- Minimum education*
- Training.

2.2.7 How to use a Job Description

The Job Description is an agreement between the teacher and the teacher's direct employer, i.e. the TSC, the school proprietor and the school leader, on the duties and tasks the teacher will be expected to perform. The Job Description provides factual information on the Job, the purpose of the job, the tasks involved in carrying it out, the competencies and qualifications required, and other matters. The teacher can be given tasks by his or her superior that are not in the Job Description, provided the tasks are in alignment with the position level of the teacher and the teaching profession.

During recruitment:

- Teachers are given an opportunity to read the Job Description carefully and ask questions if in doubt.
- Teachers will then be asked to sign their job descriptions indicating full understanding and commitment to the tasks required of them.

The Job Description:

- Is reflected in the curriculum taught at Teacher Training Colleges.
- Forms the basis for job advertisement in connection with recruitment.
- Is applied in recruitment interviews to determine a candidate's suitability for the job.
- Informs both school leader and teacher on what can be expected of the teacher in carrying out his/her job.
- Guides mentors and students during TTC student periods of practice in school.
- Is the main instrument to guide supervision and mentoring of a teacher during their probation period, to mentor the new teacher and to plan and deliver induction training.
- Is used for the promotion of teachers in determining indicators for the higher level position.
- Is used as a systematic tool for assessing the learning needs of teachers.
- Is applied in planning and preparing Continuous Professional Development.
- Is applied in formulating indicators for the performance appraisal of a teacher and for completing the Personal Development Plan.

2.2.8 How school leaders may enrich a teacher's job

- Provide leadership that encourages and motivates teachers.
- Facilitate the teacher's job by ensuring that teaching materials, tools and equipment are user-friendly, updated and easily available.
- Provide well dimensioned classrooms and spaces for teachers to work and socialise in.
- Create a good social environment for teachers and a climate of trust and mutual respect.
- Encourage creativity and innovation in teaching (making the job more fun).
- Delegate responsibilities to teachers and create a sense of ownership to the school.
- Stimulate subject interests and academic pursuits amongst teachers.
- Provide counselling and mentoring.

2.3 Recruitment



Introduction

- 2.3.1 Introduction to recruitment
- 2.3.2 Who is responsible for recruitment



Rules

- 2.3.3 Overall Recruitment Principles
- 2.3.4 Recruitment and selection
- 2.3.5 Employment
- 2.3.6 Special rules for employment on contract terms
- 2.3.7 Re-employment
- 2.3.8 Replacement
- 2.3.9 Qualifications required to become a teacher or school leader



Processes

- 2.3.10 The recruitment process to become a teacher
- 2.3.11 How to become a school leader



Best Practice

- 2.3.12 How to use the recruitment score chart
- 2.3.13 How to conduct a successful job (or promotion) interview



Who should read and why

- **School leaders** and anyone with responsibility for recruitment, including BoG or SMC members to understand and manage:
 - Their role in recruitment and recruitment processes.
- All **current** and **potential teachers** and **school leaders** to understand and apply:
 - The recruitment procedures and process.



Forms & Letters

- ED FORM
- SAMPLE APPOINTMENT LETTER
- RECRUITMENT SCORE CHART
- ENTRY FORM
- EMPLOYMENT ACCEPTANCE FORM



More information

For information on vacancies:

- Visit www.tsc.gov.sl
- Check notice boards at TSC-DOs
- Check relevant media



Introduction

2.3.1 Introduction to recruitment

Recruitment takes place when an organisation needs to employ a qualified person on a permanent or a contract basis to fill a vacant position and carry out a specific job. The job, along with all jobs an organisation, is necessary to fulfil the mission, goals, targets and functions of the organisation and the department or unit where the job is placed.

Vacancies usually occur when the previous jobholder leaves, is transferred or promoted, or if the organisation expands. Changing strategies, new technologies or reorganisation may also create vacancies and the need for recruitment.

This section is about the recruitment of teachers and school leaders to the teaching service for deployment to specific pre-primary, primary, junior secondary or secondary schools across Sierra Leone's districts. Recruitment to the teaching service applies to all approved government and government-assisted schools.

Recruitment involves obligations on the part of both employer and employee. The teacher (employee) must carry out his or her job competently, adhere to the code of conduct and contribute positively to the work climate of the school. The teaching service (employer) and the school must ensure the employee is paid adequately and timely for his or her work, has optimal working conditions, is treated respectfully, fairly and without bias, and receives the required guidance and support.

2.3.2 Who is responsible

The recruitment of teachers in the teaching service involves several actors with different roles, including:

TSC-HQ:

- Has overall responsibility for the recruitment of teachers.
- Manages the recruitment process and subsequent deployment to schools.
- Adds teachers to the payroll system

TSC-DOs:

- Provides the link between district and HQ.
- Receives and processes applications, ED forms, etc.

MBSSE:

- Has overall responsibility for the recruitment of Principals and the appointment of Head Teachers.
- Signs ED Forms.

District Council-Education Committee:

- Approves and signs ED forms.

School Management Committee:

- Recommends recruitment.
- Conducts interviews of shortlisted candidates.

Board of Governors:

- Recommends recruitment.
- Conducts interviews of shortlisted candidates.

Accountant General's Office/ Ministry of Finance:

- Verifies the accuracy of the information provided by successful candidates.

National Social Security and Insurance Trust (NASSIT):

- Generates NASSIT account numbers for the attention of Accountant General's Office.
- Adds new teachers into the government pension and insurance schemes.



Rules

2.3.3 Overall Recruitment Principles

Recruitment to the teaching service must be:

- Objective, fair and unbiased
- Based on merit and professional competencies
- Fully transparent at all stages of the process
- In accordance with international best practice
- Based on criteria matching the job requirements and the *professional standards for teachers*.

2.3.4 Recruitment and selection

- Recruitment is to a vacant position in an approved government or government assisted school.
- Selection must be based on criteria which ensures fairness, objectivity and merit-based recruitment.
- Candidates who are not selected and are dissatisfied with their interview and its results may complain in writing to the TSC-DO, copying TSC-HQ, within seven (7) days of interview.
- A teacher recruited by the TSC shall be appointed to a position, grade and pay-scale consistent with their qualifications and relevant work experience.
- An applicant to a position in the teaching service must have no criminal record.

2.3.5 Employment

- The TSC shall employ a successful applicant either on a permanent or contract basis.

- The TSC may employ a teacher on permanent terms if the teacher is: qualified (compulsory for all from 2023), a Sierra Leonean citizen and below the age of 55.
- The appointment is effective from the date the teacher reports for duty, in accordance with the Appointment Letter and confirmed by the ENTRY FORM issued by the school leader.
- An offer of employment shall terminate if not taken up within thirty (30) days of the date specified in the Appointment Letter. If the offer expires, the candidate can apply to TSC-HQ for the letter to be re-issued once. Otherwise the candidate shall have to re-apply for a new position as teacher when another position becomes vacant.

2.3.6 Special rules for employment on contract terms

- The TSC may employ a teacher on contract terms for a specified period if the teacher is: a) a retired teacher eligible for re-employment, or b) a person with the required teacher qualifications and deemed eligible for appointment by the TSC.
- The TSC may, on application by a teacher employed on contract terms, extend or renew the CONTRACT OF EMPLOYMENT. A contract does not give automatic right of renewal.
- Employment on contract terms does not automatically confer the right to be considered for, or to be offered, permanent employment as a teacher.

2.3.7 Re-employment of a teacher

- A teacher who exited the service through resignation, retirement, redundancy, transfer, ill-health or for other appropriate reasons may be re-employed on permanent or fixed contract terms by the TSC subject to a) the current terms and conditions of service, b) recruitment rules and procedures, and c) approval by the TSC.
- The contract of a re-employed teacher adheres to the rules for contract employment of teachers and is of a maximum duration of one year, but can be renewed subject to the same rules.
- A teacher who previously exited the service through ill health must provide ample medical evidence that he or she has recovered, in good health and is fit to perform the duties of a teacher.
- A teacher will normally be re-employed to his or her former position, level and grade.

2.3.8 Replacement

If a teacher leaves his or her post and is taken off the payroll, the position left vacant is eligible for replacement.

- The TSC asks the school to recommend a replacement, which could be a teacher who is qualified for the subject and requirements of the position, but not yet approved and on the payroll.
- Replacement teachers must meet the criteria specified for the vacant position. For example, a history teacher cannot be recommended for a position that requires a chemistry teacher.

2.3.9 Qualifications required to become a teacher

To qualify to become a teacher, an applicant must successfully have completed any of the following certificate and/or degree courses at a recognised educational institution in Sierra Leone:

Primary school:

- Teacher Certificate (TC)
- Higher Teacher Certificate (HTC)

Secondary school:

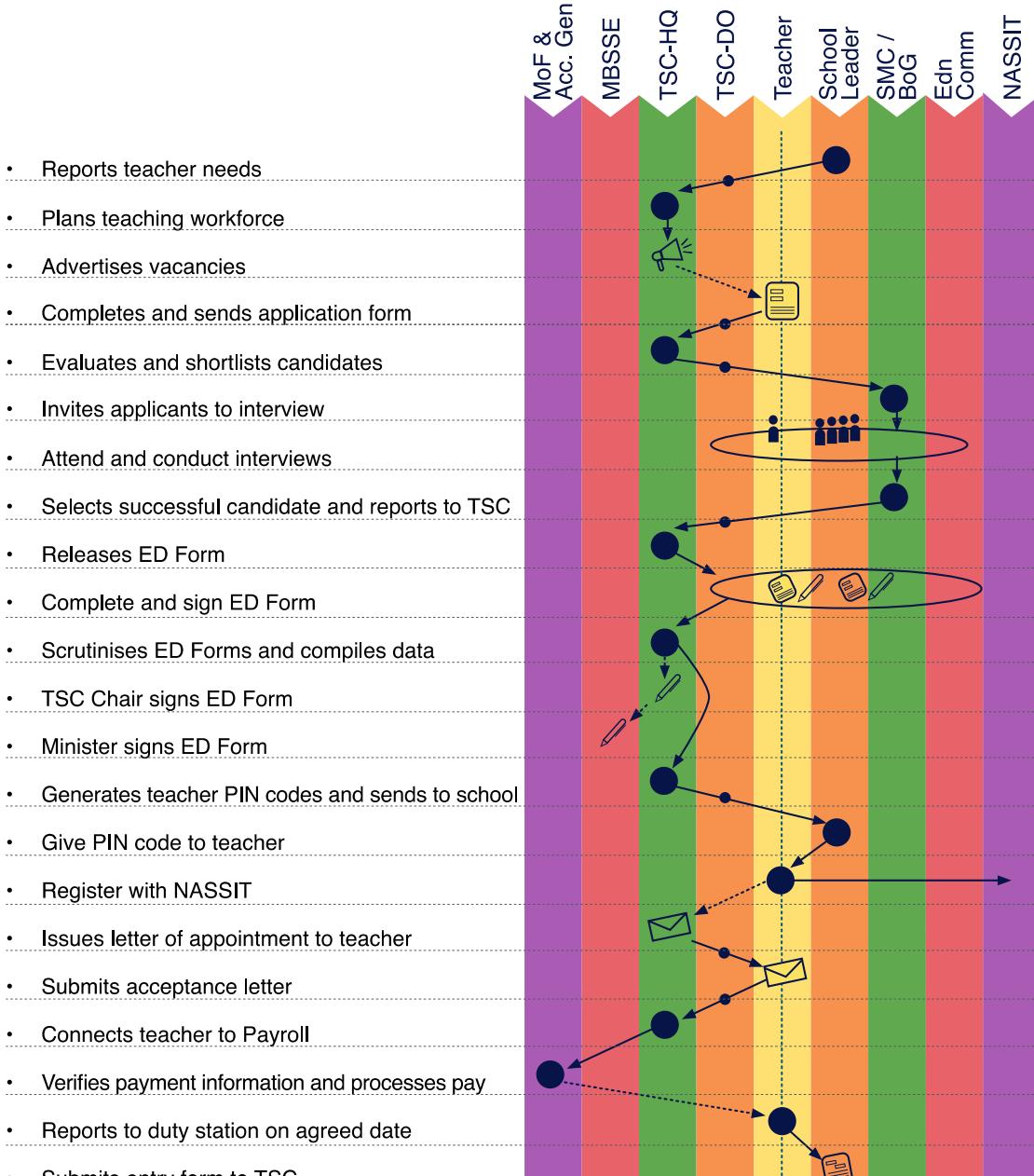
- Higher Teacher Certificate (HTC)-Secondary
- Degree in Education (qualifies for teaching at all levels)
- Any university degree plus a Post-Graduate Diploma in Education qualifies for teaching at all levels.

Applicants with qualifications obtained from foreign educational institutions are subject to evaluation by the TSC.



Processes

2.3.10 The Recruitment Process for a teacher position



MoF: Ministry of Finance
 Acc, Gen: Accountant General's Office
 MBSSE: Ministry of Basic and Secondary Education
 Edn Comm: Education Commission, District Level



2.3.11 How to become a School Leader

Deputy Head or Head Teacher

In primary schools, Deputy Head Teachers and Head Teachers are promoted from among senior teachers in the school. The SMC selects candidates for promotion based on their Performance Appraisal results and accumulated merits recorded in their Teacher Portfolio. The candidate must have demonstrated the skills necessary to be a school leader. Promotions to school leader positions are approved by TSC which signs the PROMOTION FORM as the employer of school leaders.

Vice-Principal or Principal

Vice-Principals and Principals of secondary schools are recruited through open advertising by the School Board of Governors, which includes a representative of the Chief Education Officer. Final appointment is approved by the MBSSE.

Process of Vice Principal or Principal recruitment:

- BoG advertises the position
- Applicant submits completed application to the BoG
- BoG receives applications and shortlists eligible candidates
- BoG invites shortlisted candidates for interview
- Shortlisted candidates attend interview conducted by the BoG
- BoG recommends the selected candidate to the Chief Education Officer (CEO) of the MBSSE
- CEO writes an APPOINTMENT LETTER (MBBSE) to the successful candidate with a copy to the BoG
- Successful candidate accepts the offer in writing.

For the qualifications required to become a school leader see [Promotion](#).



Best Practice

2.3.12 How to use the Recruitment SCORE CHART

The Recruitment Score Chart is a tool used to shortlist, interview and select new teachers. Some of the required competencies for the job will be demonstrated in the application and documentation provided by the candidate before the interview. During the interview the panel may wish to focus on a maximum of 10 criteria to keep within the allocated time limits.

Example: See [forms](#).

RECRUITMENT SCORE CHART							
	Essential Competencies	5	4	3	2	1	Comments
1	Relevant Subject knowledge, incl. current curriculum						
2	Knowledge of didactics, pedagogic theory & practice						
3	Teaching skills including learner orientation and participatory teaching methods.						
4	Ability to manage the classroom and composite classes						
5	Oral and writing skills						
6	Team and social skills						
7	Understanding of needs of disabled learners						
8	Aptitude for engaging in extra-curricular activities, such as sports, excursions, camps, etc.						
9	Being punctual, orderly and well-organised						
10	Motivated, interested and a good learner						
11	Integrity, conduct and ethics <i>Must be scored 4 or 5 to be recruited</i>						
12	Evidence of communication skills and ability to engage with the community						
13	IT and internet skills						
14	Leadership skills, incl. planning and time management, supervising teachers, interacting professionally, etc.						
	Other						
	Other						
	Qualifications	<i>Minimum qualifications are compulsory</i>					
	Teaching experience						
	Professional development						
	Other relevant experience						

Candidates ability to meet the criteria must be evidence based and documented, either through the interview or through documentation supplied by the candidate.

rating scale:

5 Excellent

4 Good

3 Fair

2 Limited

1 None

Adapted from Armstrong, 2005, p. 501

See section on [Promotion](#) for competencies required to become a school leader.

2.3.13 How to conduct a successful job (or promotion) interview

For a job interview to be effective, fair, and provide reliable and comparable information on the candidates, it is important to conduct it professionally according to clear guidelines, such as:

Preparation:

- Ensure interviewees are invited two weeks in advance of the interview.
- Select an interview location where you receive minimal interruptions.
- Provide interviewees with the right information before the interview.
- Ensure Interview Panel members are available to conduct the interview and inform them of the date, time and location well in advance.
- All interview panel members should prepare by reviewing the Job Description, details of the school, each candidate's documentation and application, and the Interview Score Chart.
- They should also check their knowledge on the relevant subjects, be well informed and develop their listening skills.
- Prepare a checklist of questions and focus areas based on the Recruitment Score Chart. The questions must be suitable for the interview situation and be easy to manage and record. Use the same scores as in the score card.

- Select one panel member to lead the interview.
- Distribute questions between the members of the interviewing panel.
- Plan the structure of the interview to ensure you have sufficient time to cover all the points.

During the interview:

- All candidates should be asked the same questions and go through the same procedure.
- Adopt a relaxed, professional and interested attitude.
- Be focussed and avoid distractions during the interview, both external and within the panel, the members of which should all follow these or equivalent guidelines.
- Start by reminding the interviewee the purpose of the meeting and how you will approach it.
- Make the interviewee feel relaxed and comfortable .
- Ask open questions – *what?, how?, why?* – to encourage the interviewee to give more than one-word answers.
- To elicit brief factual information ask closed questions – *when?, where?, who?, have you?*
- Probe fully to elicit full responses – *what else?, tell me more about...?, what then?, what do you put that down to?*
- AVOID leading questions – *so you like teaching children?, you always apply learner-orientated teaching methods?*
- Summarise regularly to ensure you fully understand, capture all points and give the interviewee an opportunity to correct and deepen their response.
- Do not patronise or speak down to the interviewee.
- Make sure you take accurate notes throughout and complete the score chart correctly.
- Manage time during the interview and make sure the panel does not take up too much time on any one point.
- At the end of the interview, thank the interviewee for his or her time.
- Allow time between interviews to review and organise notes and plan the next interview.

Adapted from Penny Hackett, *Training Practice*, CIPD London 2003/2008, pp. 41-42

2.4 Probation & New in the Job

	Introduction
2.4.1 What is probation and why is it used	
	Rules & Processes
2.4.2 Rules of Probation	
	
	Processes
<i>Processes are currently under development</i>	
	Best Practice
2.4.3 How to welcome a new teacher into the school and the job	
2.4.4 How to evaluate a new teacher on probation	
	Who should read and why
<ul style="list-style-type: none"> ▪ School leaders and senior teachers with responsibility for welcoming new teachers and evaluating their performance during probation. ▪ All new teachers to understand: <ul style="list-style-type: none"> ○ what to expect when they join the teaching service ○ what is expected of them when they first join the teaching service ○ how probation works and how they will be assessed. 	
	Forms & Letters
<ul style="list-style-type: none"> ▪ SCHOOL LEADER'S PROBATION REPORT/LETTER ▪ LETTER OF CONFIRMATION 	
	More information



Introduction

2.4.1 What is probation and why is it used?

The probation period of a newly appointed teacher is an opportunity for the school to observe and assess a new teacher's behaviour and performance in the classroom and amongst peers to determine whether they have the required skills and aptitude for the job. It is also an opportunity for the newly appointed teacher to ascertain whether this is a suitable job for them.

A probation period ensures that both the school and new teacher are satisfied they can work together, deliver quality teaching and contribute to a conducive work climate at the school.

Standing in front of a noisy unruly class can be quite a shock for a new teacher. It is important for school leaders and peers support new teachers during their first months in post, including guiding them in how to manage children in the classroom, how to deliver teaching in different subjects effectively with optimal impact on the pupils' learning, and giving moral support.

The school leader has overall responsibility for introducing and supporting a new teacher. Peers, especially senior teachers and experienced subject teachers also have an essential role to play in making new teachers feel comfortable and supported.

To do this, schools should assign a mentor to support and guide new teachers from their first day in the job. In smaller schools this will be the school leader or the deputy. Schools may wish to form teacher groups who meet regularly to discuss their work, experiences and challenges. Such groups can provide a social context for new teachers helping them integrate into the school environment.

Each new teacher undergoes a systematic induction programme to support their entry into the teaching service and the school.



2.4.2 Rules of probation

- A teacher appointed by the TSC on a permanent basis must complete an initial probation period of three (3) months.
- The TSC may extend the probation period by further three (3) months based on the School Leader's report.
- The maximum length of the probation period is six (6) months.
- Probation comprises observation of the teacher's performance based on a checklist, mentoring by the school leader and/or a senior teacher, and an induction program (*see section [5.3 Induction](#)*).
- In evaluating the teacher, consideration must be given to the teachers' lack of previous teaching experience. Focus may instead be on personal work discipline, aptitude, interest and demonstration of knowledge and skills expected to have been acquired at Teacher Training College.
- On completion of the probation period, the school leader will write a brief report on progress made during the induction period and evaluating whether the teacher on probation is fit for the job.
- Upon the receipt of the School Leader's report the TSC may:
 - Confirm the appointment and issue the teacher with a LETTER OF CONFIRMATION.
 - Terminate the appointment, giving thirty (30) days' notice in writing to the teacher, or paying thirty (30) days' salary in lieu of the notice.
 - Extend the probation period of the teacher beyond the initial three (3) months.
 - Where the teacher has completed a total six (6) months' probation period, the TSC must either confirm or terminate the appointment.



Best Practice

2.4.3 How to welcome a new teacher into the school and the job

To ensure a good start for both the newly recruited teacher and the school, the school leader (and/or mentor/senior teacher) may:

- Select a mentor to guide the new teacher. This could be the school leader, head of department or a senior teacher. The mentor will also manage the probation and induction programme with the school leader.
- In secondary schools the Head of Departments (Science, Arts and Commercial) have special obligation for mentoring new teachers in their subject.
- Welcome the new teacher appropriately and introduce them to their new colleagues, either in a group or one by one.
- Show the new teacher around the school premises and introduces facilities, teaching materials and tools the new teacher will need.
- Explain the basic duties of a teacher in the school making sure the new teacher understands.
- The school leader, mentor and new teacher should prepare a systematic plan for probation, mentoring and induction.
- Observe the new teacher in a friendly and unobtrusive way and guide them constructively without negative criticism.

2.4.4 How to evaluate a new teacher on probation

To evaluate the suitability of a newly recruited teacher on their performance, aptitude and knowledge, a school leader and assigned mentor may examine whether the new teacher:

- Arrives punctually when class begins every morning throughout the whole period of probation.
- Manages time effectively in planning lessons, assignments, group work, tests, homework, etc.

- Behaves politely and demonstrates social skills with peers and parents.
- Demonstrates knowledge and skills equivalent to their teacher certificate or degree.
- Demonstrates good mastery of their subject as required to teach the grade.
- Demonstrates a good grasp of learner-oriented teaching methods and makes pupils participate actively in class activities.
- Speaks English well.
- Speaks clearly so that all pupils understand.
- Writes clearly on the white/blackboard so that all pupils can read letter, numbers, graphs, etc.
- Pays special attention to weak, quiet or disabled pupils.
- Maintains order and attention in the classroom.
- Shows aptitude for and interest in extra-curricular activities such as sports.

If a new teacher does not meet the requirements he or she should be guided accordingly by the school leader and/or his or her mentor.

If the new teacher shows no aptitude and does not improve their competences during the probation period this should be documented in the school leader's report to TSC.

2.5 Promotion & Career



Introduction

- 2.5.1 Promotion and career path
- 2.5.2 A career in the teaching service
- 2.5.3 Roles and responsibilities



Rules

- 2.5.4 Fundamental principles of promotion
- 2.5.5 Who can be promoted
- 2.5.6 The Teacher Portfolio



Processes

- 2.5.7 Teacher and school Leaders: Positions, Salary Grades and Requirements
- 2.5.8 Criteria for promotion of a teacher
- 2.5.9 Criteria for promotion to a school leader position
- 2.5.10 How to apply for a promotion



Best Practice

- 2.5.11 How to use a promotion score chart



Who should read and why

- **School leaders** and **those with HR responsibilities** to understand their role in promoting teachers and ensure promotion is based on merit.
- **All teachers** to understand:
 - The criteria for promotion
 - How to apply.



Forms & Letters

- PROMOTION LETTER
- SAMPLE PROMOTION SCORE CHART
- TEACHER PROMOTION APPLICATION FORM (2 pages)



More information



Introduction

2.5.1 Promotion and career path

Promotion and career are essential aspects of strategic HRM. The HR practice of promotion:

- a) rewards an employee for years of service, professional performance and achievements, and the competencies the employee acquires
- b) ensures the organisation makes optimal use of the skills and experience an employee develops
- c) stimulates excellency in performance
- d) stimulates individual professional development, i.e. higher levels of education, participation in training courses, and self-directed learning
- e) Promotes commitment to the organisation.

Promotion means moving one or more steps up in the hierarchy of positions taking on more demanding responsibilities and tasks and acquiring increased authority and decision-making powers. Promotion also means a higher salary and, in some cases, additional benefits and privileges.

The sense of being on a career path with opportunities for aspiring to higher positions and grades is an important motivational driver for professional development and improvements in performance.

In many professional jobs an employee can choose between a) a professional career path, b) a managerial career path, and c) an academic career path. This also applies to the teaching profession.

Promotion to a managerial position will require demonstration of managerial skills and an aptitude for management. Continuing on a professional career path to higher positions and grades will require demonstration of professional excellence. Pursuing an academic career will

require a high degree of subject interest and an aptitude for academic work, research and teaching at tertiary level.

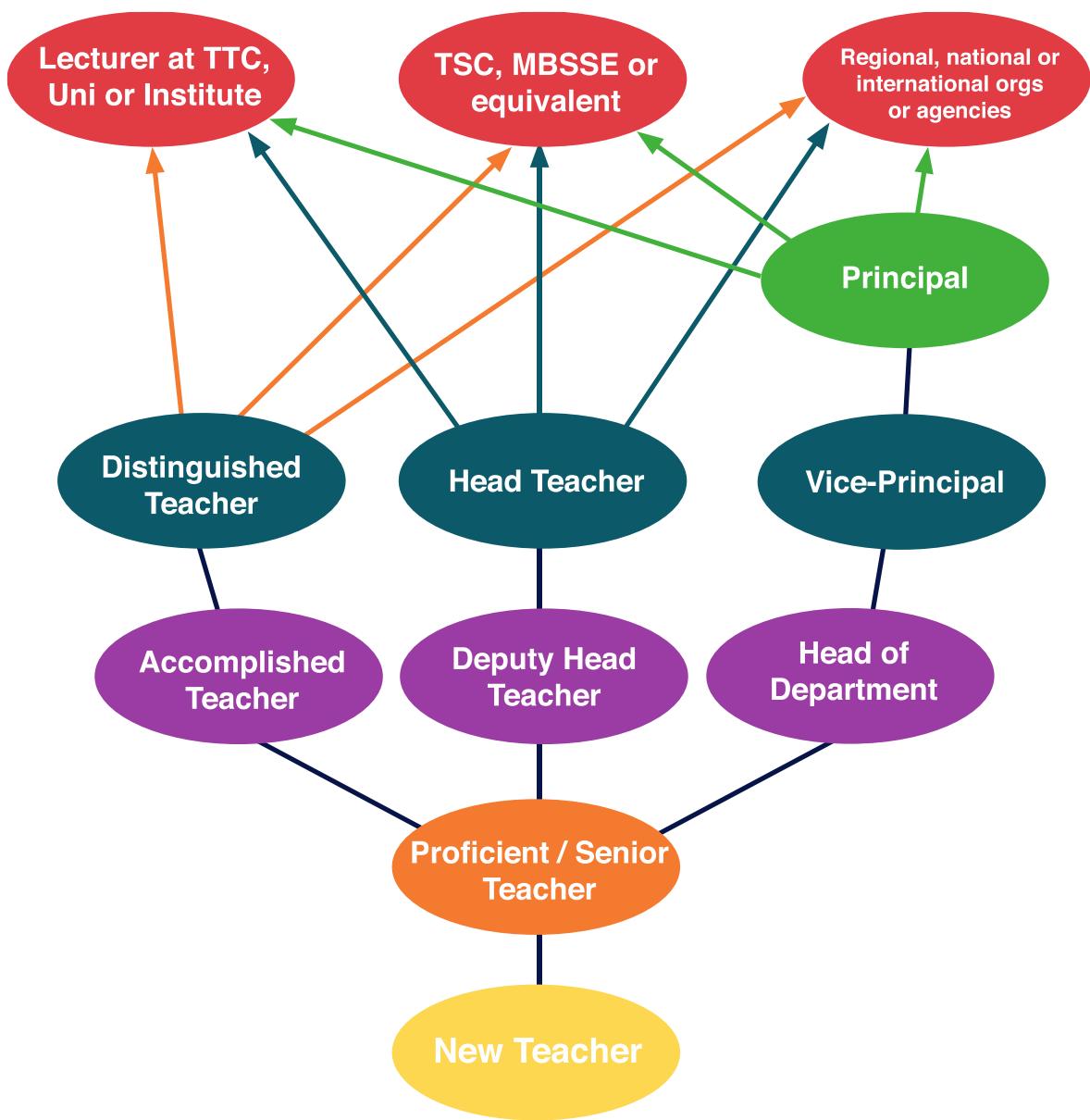
This has been part of the rational underlying the introduction of the *professional standards for teachers and school leaders* and the four levels on the competency ladder for teachers, i.e. *new teacher, proficient teacher, highly accomplished teacher, and distinguished teacher*.

For the teaching profession, and especially for school leaders with administrative experience, there is also the possibility of moving from teaching into an administrative job in the teaching service, in TSC, MBSSE, or other organisations in the sector, or working with national, regional or international agencies engaged in education.

If applied optimally as a strategic HR tool, promotion can be a driver of reform and change. Teachers who strive for excellent knowledge and skills in teaching are a prerequisite for improving the quality of teaching in schools. School leaders who strive for good managerial competencies are a prerequisite for well-functioning schools with strong teams and a conducive climate for learning. Academic work and research of an international standard determines the quality and relevance of the school curriculum and the quality of teacher education.

2.5.2 A Career in the Teaching Service

A teacher's maximum career-span is normally expected to start as a new primary school teacher, rising to the position of Principal in a secondary school. However, there are many opportunities for a teacher's career path to extend beyond the school system – such as to TSC, MBSSE or other public administration institutions. Teachers with an academic aptitude move on to positions as lecturers at Teacher Training Colleges. Alternatively, a teacher may advance within the wider education sector, seeking positions with international organisations or working as consultants in education. Teachers may also seek positions within parastatal and private academies, and training institutes. See figure below to view potential teacher career paths.



2.5.3 Roles and responsibilities

- Teacher: can apply for promotion
- School leader: can recommend a teacher for promotion
- Primary Schools - SMC or school education secretary (mission schools): can recommend promotion of a teacher
- BoG (Secondary Schools): can recommend promotion of a teacher
- TSC-HQ: takes the final decision on a promotion.
- MBSSE: takes the final decision on promotion to the position of Principal and Vice Principal.



Rules

2.5.4 Fundamental principles of promotion:

- Promotion must be based on merit.
- The candidate with the highest score must be selected for promotion.
- The process of promotion must be objective, fair and transparent.
- The criteria for promotion should be clear, objective, measurable, easy to verify and relevant for the job as teacher (adapted from SMART – see 6.2 on [Performance Appraisal](#)).
- Promotion must be un-biased, free from favouritism and based on the principle of equal opportunities.

2.5.5 Who can be promoted and how

- A teacher who has served at least three (3) years in one position and grade is eligible for promotion to a higher position and grade.
- Promotion is based on work experience, performance (performance appraisal), participation in Continuous Professional Development (teacher portfolio), academic achievements and the conduct of the teacher.
- A teacher may apply for promotion if they meet the criteria for promotion.
- A teacher can be recommended for promotion by: the performance appraisal panel, the school leader, the SMC/BoG and Education Secretary.
- The TSC evaluates candidates for promotion, approves and initiates the promotion procedure.
- The TSC may deny a promotion if a teacher is found guilty of a disciplinary offense less than three (3) years prior to the application for promotion, or if the candidate was given an official warning less than two (2) years prior to the application for promotion.
- A re-employed teacher can only be promoted after serving three (3) years as a teacher after the re-employment.
- A teacher on secondment or study leave can only be considered for promotion on return to service as a teacher.

2.5.6 The Teacher Portfolio

The Teacher Portfolio is a major tool for determining whether a teacher should be promoted. It is a personal file which accompanies the teacher throughout the teacher's career and is filled in by the school leader. The Teacher Portfolio contains:

- Academic and educational achievements of the teacher
- The teacher's performance as recorded in the annual performance appraisal
- Continuous professional development programs successfully completed by the teacher and the resulting credits
- Performance reports of internal and external pupil exams
- Extra-curricular activities of the teacher
- The conduct of the teacher
- Previous appointments and promotions.

Promotion is based on a credit system determined by the TSC (*under development*).



Processes

2.5.7 Teachers and School Leaders: Positions, Salary Grades and Requirements

POSITION	SALARY GRADE	EDUCATION	EXPERIENCE
Principal Secondary School	11	Degree in Education; Degree + Diploma in Education	Min. 8 years
Vice-Principal Secondary School	10	HTC-Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
Head-Teacher Primary School	10	HTC-Primary/Secondary; Degree in Education; Degree + Diploma in Education	Min 8 years
Deputy Head Teacher Primary School	9	HTC-Primary/Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
Senior Teacher Secondary School	9	HTC Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years
Senior Teacher Primary School	7	HTC-Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years
Teacher	8	Degree in Education;	

Secondary School		Degree+ Diploma in Education	
Teacher Secondary School	7	HTC-Secondary	
Teacher Primary School	7	HTC-Primary	
Teacher	6	TC;	
Teacher	5	TCL (Lower); Arabic Certificate	

2.5.8 Criteria for promotion of a teacher

A recommendation for promotion of a teacher may result directly from accumulating sufficient credits in the Teacher's Portfolio, from the annual performance appraisal or from the school leader's and SMC's observations during the year. A teacher may also feel that he or she is deserving and that it is time for promotion. Whatever the reason, it is important for transparency, fairness and the provision of equal opportunities that it is always based on objective and commonly accepted criteria.

2.5.9 Criteria for promotion to a school leader position

For a teacher to be promoted to a school leader position, the following criteria may be applied:

- Education
- Years of service as a teacher
- Integrity and adherence to Code of Conduct
- Strategic, planning and organising skills
- Able to manage school economy, budget and administration
- Team-leader and motivational skills
- Able to take decisions and initiative and assume responsibility
- Good at mentoring, coaching and supervising teachers
- Shows empathy and supports other, especially new, teachers
- Able to cope with stress under pressure
- Excellent subject knowledge
- Excellent teaching skills
- Engages with the community and parents
- Engages in extra-curricular activities like sports
- Cares for the school upkeep and environment
- Maintains health and safety procedures at the school.

2.5.10 How to apply for promotion

- The School Leader and/or SMC/BoG/Education secretary recommends a teacher for promotion.
- Or, the teacher can apply to the School Leader for promotion, who, if supportive, recommends the promotion.
- In primary schools the head teacher writes to the TSC-DO with the recommendation.
- In secondary schools the Principal writes a recommendation to the board.
- The recommendation is submitted to TSC-HQ.
- TSC-HQ reviews the teacher's portfolio and other criteria.
- The Quality Assurance Committee also examines the portfolio and other criteria.
- If TSC approves, the TSC processes the promotion and updates information in the Teacher Database, informs the Accountant General's Office, etc.



Best Practice

2.5.11 How to use a Promotion Score Chart

It is recommended candidates are assessed against the criteria for promotion using a score chart, to ensure fairness and objectivity, particularly if there is more than one candidate. Information from the latest Performance Appraisal and Teacher Portfolio should be transferred to the Promotion Score Card. For a teacher to be eligible for promotion the minimum years of service and qualifications will always apply.

Example: See [forms](#) for blank version.

PROMOTION SCORE CHART of teachers in the teaching service in Sierra Leone							
	Criteria for Promotion	5	4	3	2	1	Comments & detailing
1.	Seniority and experience						
2.	Records of attendance & punctuality						
3.	Academic & professional qualifications						
4.	Successful participation in CPD Recorded in Teacher's Portfolio						
5.	Demonstrated managerial and supervisory skills						
6.	Demonstrated knowledge						

7.	Demonstrated teaching skills					
8.	Engagement in extra-curricular activities					
9.	Engagement with parents & community					
10.	Adherence to Code of Conduct					
Special contribution of excellence to teaching profession, society or school		5				
General comments and rational for promotion:						
School Leader: date and signature			TSC date and signature			

A major breach of Code of Conduct will automatically bar promotion for the next 3 years

rating scale:

- 5 Outstanding (distinguished teacher)
- 4 Highly accomplished
- 3 Proficient
- 2 Developing
- 1 Improvable

Adapted from Armstrong, 2005, p. 501

2.6 Leave

NOTE

SYSTEM UNDER DEVELOPMENT

 Rules & Processes	
<ul style="list-style-type: none"> 2.6.1 General Rules 2.6.2 Vacation 2.6.3 Sick Leave 2.6.4 Study leave 2.6.5 Maternity Leave 2.6.6 Family Leave 	
 Who should read and why	
<ul style="list-style-type: none"> ▪ All teachers and school leaders to understand the rules of leave and how to apply. 	
 Forms & Letters	
<ul style="list-style-type: none"> ▪ STUDY LEAVE APPLICATION FORM ▪ MATERNITY LEAVE REQUEST FORM 	
 More information	
 Rules & Processes	

2.6.1 General

- Teachers shall remain employed and keep their employment terms while on leave.
- Seniority, salary grade, pension, eligibility for promotion and other conditions of service shall not be discontinued during leave periods.

2.6.2 Vacation

- Teacher and school leader vacations must correspond with the school holiday.
- If a teacher applies for or is offered or selected for CPD, the school holiday may be applied for this purpose.
- During the school holiday teachers should plan and prepare for the coming semester, subject to the direction of the school leader.

2.6.3 Sick Leave

- A teacher must inform the school's Head Teacher / Principal immediately if they fall ill and will be absent from school.
- The school leader is responsible for granting sick leave.
- If a school leader is sick they should inform the other school leader in the school. For longer periods of sickness they must inform the SMC/Education Secretary/BoG Chair.
- After a designated period of sickness absence, an absent teacher must present certification of sickness from a registered medical practitioner (*under development*).
- If sickness absence exceeds six (6) months, the teacher's salary will be reduced by 50%. After one year of absence the teacher will be removed from service.

2.6.4 Study Leave

Teachers may be granted study leave with pay.

- TSC determines priority areas for the award of study leave with pay and the duration of such leave.
- Science and Technology teachers should have taught for a minimum of three (3) years to qualify for study leave, while other teachers will qualify, if they have taught for a minimum of five (5) years.
- Study leave period will not affect seniority and pension.
- Teachers must complete an APPLICATION FOR STUDY LEAVE FORM.
- The teacher must include their university acceptance letter, offer of scholarship, letter of appointment to teaching service and ED form approval with their application.
- A teacher must apply to their school leader for study leave with pay. Their request is sent to TSC-DO and reviewed by TSC-HQ. If approved, TSC-HQ will send a letter of approval to the teacher.

2.6.5 Maternity Leave

- Maternity leave is given to a female teacher when she gives birth.
- Maternity leave for female teachers is three (3) months.
- A pregnant teacher may choose to take part of this prior to giving birth.
- The school leader should inform TSC-DO and in turn, TSC-HQ, two (2) months in advance if a teacher is due to go on maternity leave, including expected dates of leave and return.

2.6.6 Family Leave

SYSTEM UNDER DEVELOPMENT

2.7 Transfer



Introduction

- 2.7.1 Why teachers are transferred
- 2.7.2 Who is responsible



Rules

- 2.7.3 Transfer rules



Processes

- 2.7.4 How to apply for a transfer



Who should read and why

- **School leaders** and **those with HR responsibilities** to understand and manage their role in teacher transfers.
- **All teachers** and **school leaders** to understand:
 - The reasons for transfer.
 - How to apply for a transfer.



Forms & Letters

- TRANSFER APPLICATION FORM
- RELEASE LETTER
- LETTER OF TRANSFER
- EXIT REPORT



More information



Introduction

2.7.1 Why teachers are transferred

Occasionally a teacher may transfer from one school to another, either in the same or another district. This may occur because:

- The TSC wishes to re-deploy the teacher
 - to ensure equal distribution of teachers in the country's schools, uphold the national teacher-student ratio, ensure qualified subject teachers at secondary schools, or for other reasons pertaining to national teacher workforce planning.
- A teacher may wish to transfer to another school
 - for family reasons, in pursuit of better career- and professional development opportunities, or because another school is more attractive.
- A school leader or a district may wish to transfer a teacher
 - due to the school's, ward's or district's planning of the district teaching cadre.

Whatever the reason for transferring a teacher it is essential that the transfer process adheres to the Teaching Service's rules and procedures for transfer.

Any transfer of a teacher must be immediately registered in the Teacher Database, in the payroll system, in district and school records, and in other registers of teachers that impact on teacher personnel management.

2.7.2 Who is responsible

TSC: Approves and processes transfer of a teacher to another school; initiates transfer in connection with deployment

School Leader: Can recommend transfer and makes the request to TSC



2.7.3 Transfer Rules

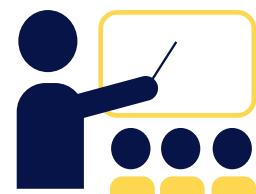
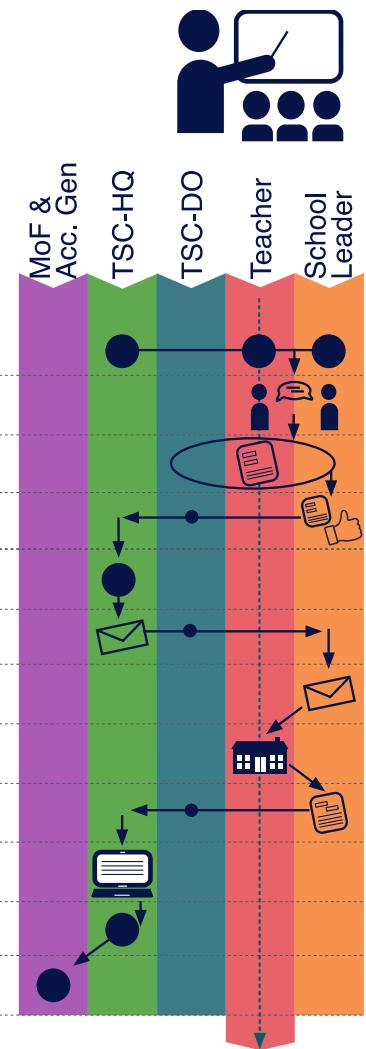
- Transfer is to a position at the same level and grade.
- The TSC retains the final authority in the transfer of teachers.
- Transfer may be to a school within the same district or another district.
- Transfer may be initiated by the TSC, the school leader or the individual teacher.
- The TSC can transfer a teacher in view of the broader needs of the teaching service, regardless of whether the teacher has requested the transfer or not.
- The teacher must be given at least three (3) months' notice of transfer unless otherwise agreed between TSC and the teacher.
- When a teacher has served in one school for a period of more than three (3) years he or she may apply to the TSC for transfer.
- A teacher may be transferred earlier than three (3) years of service:
 - On medical grounds as certified by a registered medical practitioner.
 - Severe family related problems, which may be exacerbated if transfer is denied.
 - Urgent needs of the broader teaching service.
 - Other circumstances based on the judgement of the TSC.
- A teacher cannot transfer to another school before the school head issues a RELEASE LETTER and the TSC issues a TRANSFER FORM .
- The school leader may object against the transfer to the TSC if the transfer has adverse consequences for the school. TSC may consult with the school and delay the transfer by 30 days or decline the transfer.
- A school or a district may wish to transfer a teacher to another school for reasons of local planning, i.e. to comply with the need for subject teachers, improve the teacher-student ratio, the balance of qualified teachers, the gender balance or for other reasons.
- The school leader must immediately report the transfer of a teacher to another school to the TSC to ensure the Teacher Data Base and the Payroll system are updated.



Processes

2.7.4 How to apply for transfer

- Initiate transfer (TSC, school leader OR teacher)
- Discuss transfer
- Complete transfer form
- Recommends transfer and submits completed form
- Evaluates transfer application
- Issues letter of transfer
- Issues letter of release
- Teacher transfers to new school
- Issues exit report
- Registers transfer in Teacher Database
- Updates payroll
- Processes pay



MoF: Ministry of Finance
Acc. Gen: Accountant General's Office

2.8 Separation from the Teaching Service

 Rules

2.8.1 Resignation
 2.8.2 Termination
 2.8.3 Redundancy
 2.8.4 Reemployment
 2.8.5 Death

 Processes

Separation processes are currently under development

 Who should read and why

- **School leaders** and **those with HR responsibilities** to understand their role when an employee leaves the teaching service.
- **All teachers** and **school leaders** to understand the rules and processes related to leaving the teaching service.

 Forms & Letters

- SAMPLE LETTER OF RESIGNATION

 More information

 Rules

2.8.1 Resignation

- A teacher who wishes to resign must give three months' notice.
- The teacher submits a LETTER OF RESIGNATION to the school leader stating his or her reason for resigning.

- The LETTER OF RESIGNATION is forwarded to the TSC-DO who forwards it to the TSC-HQ.
- The TSC Payroll Officer deletes the resigning teacher from the payroll and informs the Accountant General's Office.
- The school leader recommends a replacement of the teacher to the TSC.
- The teacher has the right to withdraw a notice of resignation at any time up to the effective date of the notice of resignation.

2.8.2 Termination

- Termination of the employment of a teacher usually follows a decision on disciplinary proceedings by the TSC.
- Termination must be on appropriate grounds provided for under the Code of Conduct for Teachers or because of other breaches of duty or rules and regulations.
- Depending on the severity of the offense, before termination the teacher will be given one or two warnings and a chance to improve.
- The TSC's Teacher-Employer Relations Department, sets up a Panel to assess and decide on the termination (Ref. Code of Conduct).
- The teacher due to be terminated from the teaching service has the right to appeal (*See Part 7 Teacher-Employer Relations*).
- The TSC must give the teacher one (1) month notice in writing of the termination of the teacher's employment and pay the salary for the month.
- TSC will delete the terminated teacher from the payroll and inform the Accountant General's Office.

For further information please refer to the Code of Conduct for Teachers, www.tsc.gov.sl

2.8.3 Redundancy

- A position as teacher may become redundant due to changes in government policy, national curriculum, school organisation or restructuring by the TSC.
- In case of redundancy of a teaching position the TSC shall review the seniority, skills and competencies of the redundant teacher and seek to find an alternative post for the teacher in another school in the country.

- The TSC shall notify the teacher, the teacher's trade union, and the Commission for Labour three (3) months before the date of termination of the teacher's employment.
- During this period the teacher will receive full salary and continue to work.

2.8.4 Reemployment

- A teacher who exits the teaching service due to resignation or redundancy may be re-employed subject to the prevailing terms and conditions, recruitment regulations and approval by the TSC.
- The matter will be treated as a new recruitment using previous PIN code.
- A teacher who has retired can be reemployed on a contract basis.

2.8.5 Death

- The school leader must report the death of a teacher to TSC and send a copy of the death certificate.
- The deceased's family report to TSC for payment of gratuity and reports the death to NASSIT.
- NASSIT issues validation and SS5 forms to the family.
- The family completes the forms and submits them to TSC.
- TSC will sign the forms, copy them and return the originals to the family for submission to NASSIT so the teachers' NASSIT contributions are paid. NASSIT will inform the family when they should report for payment through the bank.
- The school must recommend a replacement teacher to the TSC as soon as possible to fill the vacant position.
- The TSC must ensure the Account General's Office is informed and the deceased teacher is removed from the payroll. After which a replacement can be sought.

2.9 Retirement

	Introduction
	2.9.1 Retiring from the teaching service 2.9.2 Who is responsible
	Rules & Processes
	2.9.3 Retirement rules 2.9.4 How to register with NASSIT
	Who should read and why
	<ul style="list-style-type: none"> ▪ All teachers and school leaders to understand the retirement rules and processes.
	More information
	<p>www.nassit.org.sl TSC, Department of Teacher-Employer Relations, www.tsc.gov.sl</p>

	Introduction
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2.9.1 Retiring from the teaching service

The retirement age of teachers in Sierra Leone is 60 years. Under special circumstances teachers can work beyond the age of 60 or retire earlier.

Teacher pensions and the associated registration of years of service are managed by the National Social Security and Insurance Trust (NASSIT) under the Sierra Leone's National Pension Scheme.

Membership of NASSIT is compulsory for all publicly employed teachers.

It is extremely important for TSC, school leaders and retiring teachers to follow the rules and procedures for retirement to avoid the risk that a retired teacher may be without income.

2.9.2 Who is responsible

The retiring teacher: Ensures that the school and TSC are notified

TSC: Ensures the teacher on recruitment enrolls in the pension scheme and notifies the teacher before retirement

NASSIT: Registers all teachers, monitors years of service and manages the pension scheme.



Rules & Processes



2.9.3 Retirement Rules & Procedures

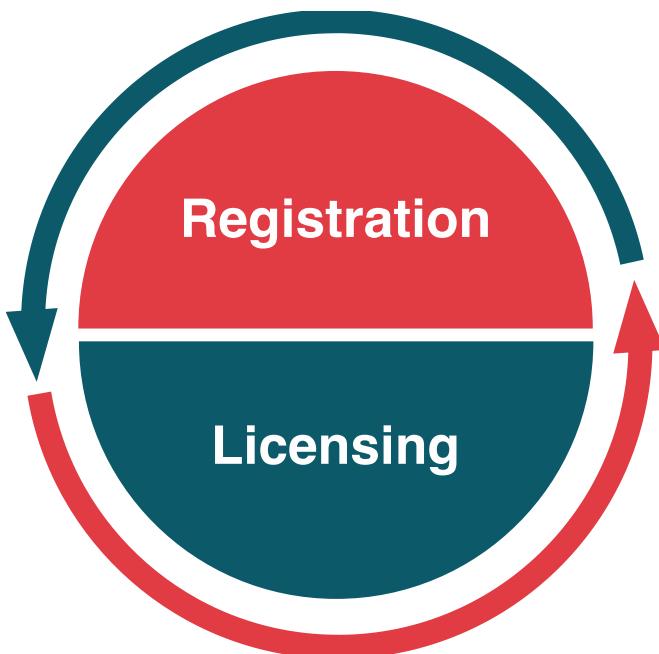
- The mandatory retirement age in the teaching service is 60 years. It may be subject to future changes.
- A teacher can retire early from 55 years.
- The TSC shall notify the teacher and NASSIT 3 months in advance of the date of retirement.
- Teachers who retire aged 60 shall receive full pension if they have contributed to the NASSIT pension scheme for fifteen years or more.
- Teachers who retire early receive a reduced pension according to the terms of the pension scheme.
- If a teacher wishes to retire before the age of 60 they must inform the TSC by letter
- Teachers who retire after less than 15 years of service will be paid a retirement grant as specified in the pension scheme.
- NASSIT shall pay retirement benefits immediately after the last date of service and after receipt of documentation from the teacher.

- The final deadline for submission of documentation to NASSIT after a teacher has retired is 90 working days.
- A teacher may retire on medical grounds or if it is in the public interest, in which case the retiring teacher is still eligible for pension or gratuity in accordance with the pension scheme.
- If the TSC wants a teacher to retire from the teaching service, the TSC must give the teacher three (3) months' notice.
- If a teacher retires on medical grounds NASSIT shall establish a Medical Board to assess the teacher's health circumstances.
- If a complaint is made against a teacher, the TSC will assess the complaint and documentation, after which it may or may not conclude to retire the teacher in the public interest.

2.9.4 Registration with NASSIT

- The TSC ensures all new teachers register with NASSIT when they are recruited
- After the teacher receives their PIN code, they should complete an SS1A Form and submit it to NASSIT
- NASSIT generates a biometric ID card with a social security account number to the teacher

PART 3: Teacher Registration & Licensing



3.1 Registration

	Introduction
	3.1.1 The purpose of registration
	Rules
	3.1.2 Rules of Registration
	Processes
	3.1.3 Professional Assessment prior to Registration (<i>under development</i>)
	3.1.4 Teacher database and register
	3.1.5 How to register as a teacher
	Who should read and why
	<ul style="list-style-type: none">School leaders with HR responsibilities.

- All teachers and school leaders to understand:
 - The importance of registration
 - How to register as a teacher



Forms & Letters

- LICENSING AND REGISTRATION FORM



More information



Introduction

3.1.1 The purpose of registration

It is essential for effective Human Resource Management of teachers that all teachers are appropriately registered, and that the teaching service keeps and updates individual teacher records. These records include basic information such as the teacher's ID, position, grade, age, gender, years of service, workplace, subject specialisation, education and completed training.

Registration is a prerequisite for professionalisation of the teaching service and is linked to the licensing of teachers. It gives parents confidence that their children are being taught and supervised by state-recognised persons who have been scrutinised and deemed worthy to provide quality education and teaching.

Registration and subsequent recording in teacher records and database links to:

- National educational planning
- Reporting and statistics
- TSC's detailed teacher workforce planning and teacher deployment
- Correct and timely pay of salary
- Transfer of teachers to other schools
- Promotion to higher positions and salary grades
- Retirement

- Registration of work experience, qualifications and professional development
- Other areas of HR management.

A teacher's data must be updated whenever there are changes to their employment. This ensures the teaching service has an accurate profile of each teacher, the current teaching establishment at each school, and the teaching workforce in the country at all times.

The TSC is in the process of developing an electronic database for all teacher records for ease of accessing information about teachers or schools when it is needed, and enable records to be updated more easily when there are changes.

The advantages of digital registration in a database include:

- Accurate and updated information on approved teachers.
- Quick and easy access for authorised institutions to obtain the information.
- Information for TSC's deployment of teachers: qualifications, subject specialisation, age, years of service, gender, etc.



Rules

The TSC Act of 2011 mandates the TSC to:

- Register and license all teachers
- Maintain and annually upgrade a register of all licensed teachers
- Publish the register in the Gazette
- Vet all teacher qualifications.

3.1.2 Rules of registration

- Every teacher must register in the electronic database of teachers maintained by the TSC.
- The minimum academic qualification for registration as a professional teacher is the Teacher Certificate (TC) or its equivalent. Lower qualifications do not qualify.

- Acceptable qualifications for registration are: TC; Higher Teacher Certificate (HTC) Primary/Secondary; Degree in Education; Degree in Science/Arts/Social Studies/Commerce/Vocational and Technical Studies + Post-graduate Diploma in Education.
- A person is eligible for registration if he or she:
 - Has the minimum relevant academic and professional qualifications from an accredited and recognised teacher education institution in Sierra Leone or elsewhere.
 - Is physically and mentally fit.
 - Has no criminal record or any registration of inappropriate conduct.
- Foreign applicants must submit the following documents with their application:
 - Certified copies of qualifications and academic transcript, certified copy of identification document.
 - Letter of professional standing and good ethical conduct – not more than one year old and headed, stamped and signed - from the country of previous registration.
 - Proof of legal entry into Sierra Leone, passport, visa, and work permit and/or residence card if relevant, or asylum seeker or refugee permit.
 - Documentation of passing TSC's Professional Qualifying Assessment/Test (if operational at the time).
 - Proof of ability to teach fluently in the English language.
- Separation from service, retirement and death must be registered in the Teacher Database.
- Denial or withdrawal of registration as a teacher follow the same rules as denial or withdrawal of a teacher's licence. The criteria are described in the following section on [Licensing](#).
- Anyone found to submit falsified documents or information will be subject to legal proceedings and denied registration or licensing as a teacher



3.1.3 Professional Assessment prior to Registration

**SYSTEM UNDER DEVELOPMENT
BY THE TEACHER PROFESSIONAL DEVELOPMENT DEPARTMENT, TSC**

3.1.4 Teacher Database and Register

- The TSC has a hard-copy of personnel records of all approved teachers.
- These will be scanned and digitalised and held in the electronic teacher database.
- All new teachers are registered in the teacher database.
- The database of teacher personnel information includes:
 - Pin-code and National Identity Number (NIN) of the teacher
 - Biometric data
 - Name
 - Title
 - Salary grade
 - Age
 - Gender
 - Family status
 - Address
 - School/location
 - Years of service
 - License
 - Education and qualifications
 - Subject speciality
 - School grades trained to teach
 - Completed professional development
 - Competency level (proficient etc)
 - Other as determined by MBSSE and TSC.

All personal information of teachers is confidential and subject to current regulation for protection of personal information.

Only authorised persons have access to information in the teacher database.

3.1.5 How to register as a teacher

- Anyone qualified as a teacher can complete the REGISTRATION FORM online and attach the required documentation.
- TSC-HQ scrutinises applicant credentials and authenticates certificates with awarding bodies, etc. to confirm if the teacher qualifies for registration and licensing.
- TSC-HQ confirms registration within fourteen (14) working days.
- Denial or withdrawal of teacher registration follows the same procedures as denial or withdrawal of a teacher's licence (*see [Licensing](#)*).

3.2 Licensing



Introduction

- 3.2.1 What is licensing and what are the benefits
- 3.2.2 Who is responsible



Rules

- 3.2.3 Licensing rules



Processes

- 2.3.4 How to become a licensed teacher (*under development*)
- 2.3.5 How to renew a teachers license (*under development*)
- 2.3.6 Criteria for the renewal of a teachers' license (*under development*)
- 2.3.7 Criteria for the renewal of a school leaders' license (*under development*)



Who should read and why

- School leaders with HR responsibilities and all teachers and school leaders to understand:
 - Why teachers need to be licensed.
 - How to apply for a teaching license.
 - The benefits of being a licensed teacher.



Forms & Letters

- LICENSING AND REGISTRATION FORM



More information



Introduction

3.2.1 What is licensing and what are the benefits

A licensed teacher is a sign that the teacher belongs to the profession and meets the stipulated professional requirements to be allowed to practice.

Licensing a professional is a guarantee to society that the practitioner meets certain standards, adheres strictly to a Code of Conduct, and continuously updates him or herself professionally.

Being a licensed teacher implies the teacher actively pursues a career in teaching and aspires for higher positions and grades through self-improvement, experience, and acquisition of knowledge and skills. A licensed teacher is expected to take advantage of in-service training opportunities and opportunities for acquiring higher educational attainments.

As a professional, a teacher should acquaint him/her self with relevant professional associations / Communities of Practice focussed on teaching and subject specialisations (such as Math and English), and participate as an active member.

Being licensed and a member of professional bodies may also endow a teacher with benefits and privileges.

A teacher's license is valid for three (3) years. After this period, the license must be renewed through evaluation by the TSC. The evaluation is based on evidence in the Performance Appraisal and Teacher Portfolio, and is guided by the *Professional Standards for Teachers* and *Code of Conduct for Teachers*.

3.2.2 Who is responsible

- TSC's Department of Registration and Licensing has overall responsibility for the licensing of teachers.



Rules

3.2.3 Licensing Rules

The TSC Act of 2011 mandates the TSC to:

- Register and license all teachers
- Maintain and annually upgrade a register of all licensed teachers

- Publish the register in the Gazette
- Vet all teacher qualifications.

The teaching license is a legal permit granted by the TSC to qualified and registered teachers giving permission to practice without restriction for three (3) years with terms and conditions. It is important teachers are licensed after registration because it is the license that gives a registered teacher the authority to work in the profession.

For a teacher or school leader to have his or her license renewed after expiry, he or she must demonstrate:

- Personal integrity and adherence to the Code of Conduct.
- Participation in continuous professional development as documented.
- Good results in the annual Performance Appraisal.
- In addition, the school leader must demonstrate leadership and managerial skills. The criteria for leadership and managerial skills are the same as for [promotion to a school leader position](#).
- Evidence of fulfilment of the criteria is provided in the teacher's or school leader's Portfolio, Performance Appraisal and in documentation on school performance.

NOTE

- The new Licensing system will commence with newly appointed teachers with pin-codes and heads of schools.
- Newly pin-coded teachers will be licensed as New Teachers. Heads of schools will be assessed and placed on the competency ladder.
- The TSC's Department for Teacher Professional Development uses the Teacher Portfolio and the Performance Appraisal to assess existing teachers for licensing as Proficient Teachers or Highly Accomplished Teachers.



3.2.4 How to become a licensed teacher

SYSTEM UNDER DEVELOPMENT

- A new teacher is automatically licensed after verification of qualifications during registration.
- Teachers with limited internet access to be licensed submit their academic certificates and other professional documents to the office of the TSC-DO for processing and onward transmission to TSC-HQ for verification.
- The teacher's license is renewed every three (3) years.
- TSC informs the teacher that renewal of Licensing is due
- To renew their license, teachers complete the LICENSING & REGISTRATION APPLICATION FORM.
- With the form the teacher attaches documentation required for renewal such as the Teacher's Portfolio and Performance Appraisal results
- TSC verifies documentation and evaluates the teacher's eligibility for renewal of his or her license
- This is a requirement to ensure the teacher retains his/her name in the national licensed teacher register and may continue to practice as a teacher during the stipulated timespan.
- The license of a teacher is registered in the TSC Database of teachers.
- To qualify for renewal of his or her license the teacher must:
 - Comply with the Code of Conduct for teachers.
 - Demonstrate achievements of professional standards
 - Engage in professional development
- Eligibility for renewal is documented in the Teacher Portfolio and the Performance Appraisal.
- A teacher is denied registration and licensing if he or she does not meet the criteria

Teachers must pay for their teacher licenses, as approved by Cabinet. The process for payment is under development.

New Teacher	Le. 200,000
Proficient Teacher	Le. 150,000
Highly Accomplished Teacher	Le. 100,000
Distinguished Teacher	Le. 50,000

PART 4: Remuneration

4.1 Payroll

 Introduction	
4.1.1 Introduction to salary 4.1.2 Who is responsible	
 Rules & Processes	
4.1.3 Salary rules and procedures	
 Who should read and why	
<ul style="list-style-type: none"> ▪ All teachers and school leaders to understand how the salary of a teacher is determined and the rules that apply. 	
 More information	

 Introduction
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4.1.1 Introduction to salary

Salary is the most important incentive for people to work. As is the case for most occupations, salaries for teachers and school leaders, are paid monthly by the employer to the employee through the employee's bank account. In some professions, salary is based on hours or days worked or on performance or output.

Salary rates are usually determined by an evaluation of the job (**Job Evaluation**) using criteria such as:

- Comparison with other similar jobs in the job market
- Comparison with jobs within the sector or organisation
- General pay level and rates within the profession or occupation
- Qualifications needed for the job
- Complexity of the job
- Physical demands of the job
- Intellectual demands of the job
- Responsibilities assumed by the job holder
- Managerial responsibilities
- Difficulties, risks, hazards, etc.

For instance, a school leader has challenging managerial responsibilities; one teacher may hold a bachelor degree with a diploma in education while another may only have a TC; a senior teacher will be expected to work independently, interact with the community and supervise other teachers while a junior teacher will mainly teach. All this counts in the evaluation of the job.

In the wider scale of the labour market, jobs are usually clustered into occupational categories where teachers would constitute one separate occupational category.

Following a job evaluation, a job is classified into positions within the context of the profession, for instance junior teacher, teacher, senior teacher, head teacher. Positions may be compared to other professions or occupations before being graded for salary. The higher the grade the higher the salary. In the civil service, classification of professionals typically comprises:

- Chief Officer
- Senior Officer
- Officer
- Junior Officer

Each classification has a small range of grades attached, in Sierra Leone this is typically between 6 and 12 per classification for professionals. Movement up the subgrades may depend on years of service, academic qualifications and title of the position.

Current job classifications within the teaching service are:

- Principal (secondary schools)
- Head teacher
- Vice Principal (secondary schools)
- Deputy Head Teacher
- Head of Department (secondary schools)
- Senior teacher
- Junior teacher

The TSC is currently reviewing the classification and grading of teacher jobs. The new classifications are based on a competency ladder and are linked to the *Professional Standards for Teachers and School Leaders*. The new classification are:

- New teacher
- Proficient teacher
- Highly accomplished teacher
- Distinguished teacher.

In Sierra Leone, the salary associated with particular grades differ from one service to another. For example, grade 10 in the teaching service is associated with a different salary than grade 10 in the mainstream civil service or the Military.

Salary is often negotiated between representatives of employers and employees. In Sierra Leone the main representative of teachers is the Sierra Leone Teachers' Union. Important for negotiations on salary for teachers is the Trade Group Negotiation Council. For school leaders there is the National Council of Head Teachers and the Conference of Principals of Secondary Schools.

There may be additional financial incentives such as overtime pay, bonuses and occupational benefits, including salary during holidays and leave, pension, housing, etc. Allowances should cover expenditures incurred by the employee or teacher in connection with work and should not be viewed as an incentive.

There are important principles to be upheld for remuneration, such as:

- classification of positions based on international standards
- clear and objective criteria for salary grading
- equal opportunities
- equal pay for equal work
- a living wage
- timely and accurate payment.

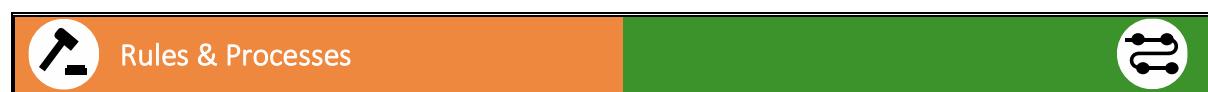
4.1.2 Who is responsible

TSC: Manages the teacher database and processes information on recruitment, transfer, separation from service, etc. to the Accountant General's Office through the MoF.

Ministry of Finance: Authorises the Accountant General's office to pay teacher salaries.

Accountant General's Office: Transfers teacher salaries to bank accounts.

Banks: Teachers draw their salaries directly from their bank account.



4.1.3 Salary Rules and Processes

- A teacher's salary is paid monthly at the end of the month or within the first week of the next month.

- It is based on documented full-time work in the school to which the teacher has been deployed by TSC. In cases of non-attendance, a school leader should notify TSC to take the appropriate action.
- Salary is based on the teacher's designated salary grade (*for the grades of teachers see the section on [Promotion](#)*).
- Teachers are added to the teacher database following verification by the Ministry of Finance.
- The teacher database forms the basis of the payroll system.
- Information which determines the salary of a teacher is maintained in teacher records and in the teacher database.
- The school leader and TSC-DO must inform TSC-HQ immediately of changes to a teacher's record so that the teacher's record and the teacher database can be updated.
- Information from the Teacher Database is given to the Accountant General's Office through the Ministry of Finance each month who validate the information, ensure NCRA and NASSIT records match the Teacher Database, and pay salaries into teacher bank accounts.
- Absence of regular pay and/or errors must be reported immediately to the TSC-DO DD who will report to TSC-HQ to investigate and remedy as soon as possible.

4.2 Benefits & Allowances



NOTE

THIS SECTION IS UNDER DEVELOPMENT

Stipend for study leave, medical insurance, housing benefit, remote benefit, soft loans, transport allowance, etc. are currently under review.

Allowances in connection with workshops and seminars are provided by the organiser.

The Sierra Leone Teachers' Union supports its member teachers with medical and other forms of help when it is needed. Membership costs each teacher 30,000 Leones per month.

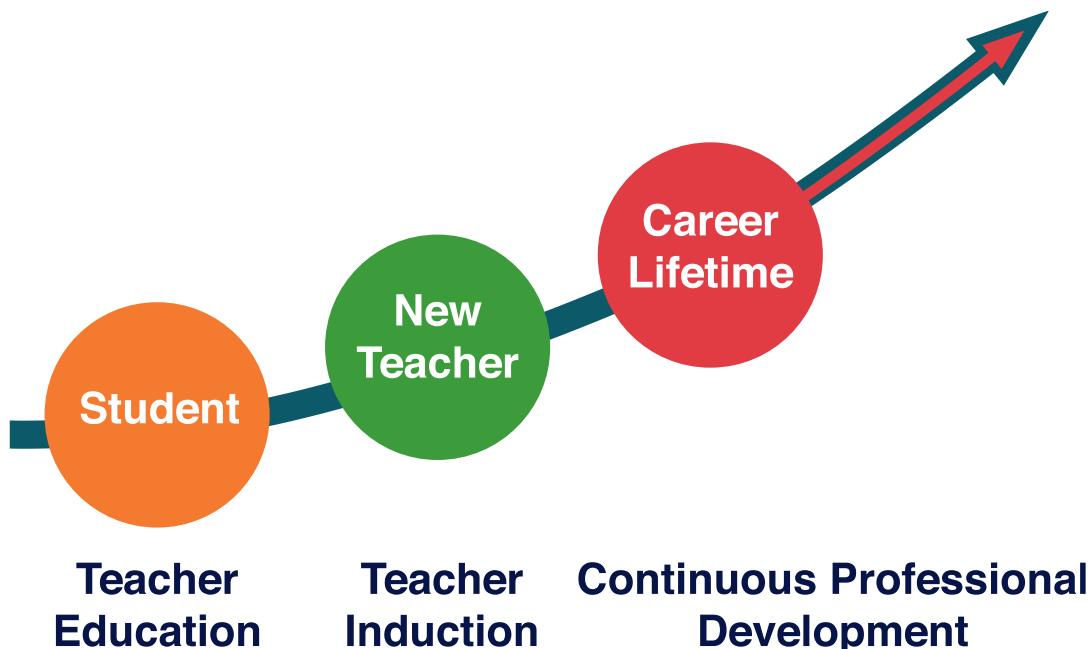
4.3 Pension



NOTE

[See section 2.9 Retirement.](#)

PART 5: Teacher Professional Development



 Introduction
5.1 Introduction to teacher professional development 5.1.1 Teacher Professional Development and career path 5.1.2 Professional Standards for Teachers and School Leaders 5.1.3 Institutions in Sierra Leone engaged in Teacher Professional Development

5.1 Introduction to teacher professional development

The aim of Teacher Professional Development (TPD) is to ensure a qualified, motivated, high performing and aspiring workforce of teachers with the capability to meet the requirements of the Sierra Leone Government's policy of free, compulsory quality education for all children from grades 1 to 9.

Teacher Professional Development for teachers in Sierra Leone's teaching service comprises:

- Pre-service teacher education
 - from a recognised tertiary education institution, i.e. the Teacher Training Colleges (TTCs), which qualifies their graduates to become teachers.
- Two practice periods for teacher students
 - comprising terms of practice in a school during the second and last year at college.
- Educational qualifying programmes for unqualified practising teachers
 - which give them the required qualifications to teach and be licensed as teachers.
- Induction training during the probation period
 - to introduce a new teacher to the teaching profession and work in the school.
- Continuous professional development
 - which comprises in-service courses, work-based training through supervision, mentoring and coaching and self-directed learning.
- Upgrading of a teacher's formal education
 - through part-time attendance in diploma and degree programmes at teacher training colleges and universities.

5.1.1 Teacher Professional Development and career path

The professional development of a teacher is closely linked to the teacher's career path. In developing and upgrading his or her qualifications through professional development, the teacher qualifies for promotion to higher positions and grades in the teaching service. This is recorded in the Teacher Portfolio and taken note of in the Performance Appraisal, which also includes plans for continuous professional development agreed between the teachers and his or her supervisor. *For teacher career path and the Teacher's Portfolio refer to the section on Promotion in Part 2 of this manual.*

5.1.2 Professional Standards for Teachers and School Leaders

The *Professional Standards for Teachers and School Leaders in Sierra Leone* (TSC, 2017) establishes standards for high quality teaching and school leadership in primary and secondary schools in terms of a) professional knowledge, b) professional practice and c) professional engagement, the three fundamental dimensions of a teacher's work. It clarifies the expected standards of teaching at the four competency levels of new teacher, proficient teacher, highly accomplished teacher, and distinguished teacher. There are 19 professional standards with sub-standards for teachers and 5 professional standards with sub-standards for school leaders.

The professional standards are adapted from international standards in teaching and constitute an essential reference point for how to manage and deliver teaching of a high quality in primary and secondary schools. By derivation the professional standards establish a direction for the teaching of prospective teachers and school leaders at the Teacher Training Colleges (TTCs)

5.1.3 Institutions in Sierra Leone engaged in Teacher Professional Development

The main institutions engaged in Teacher Professional Development in Sierra Leone comprise:

- The Teaching Service Commission (TSC)
- The Teacher Training Colleges (TTCs)
- The Universities
- West African Examinations Council
- Council for Technical, Vocational and other Academic Awards (NCTVA)
- TSC-DO
- Sierra Leone Teachers' Union (SLTU)
- International partner agencies and NGOs involved in offering TPE

For a complete overview and further details on engaged institutions and bodies refer to the *National Teacher Policy for Sierra Leone (TSC, 2019) pp. 83-90.*

5.2 Teacher Education



Introduction

5.2.1 Introduction to teacher education

5.2.2 Institutions responsible for teacher education



Rules

5.2.3 Teacher Education Rules

5.2.4 School Practice

5.2.5 Distance Learning



Processes

5.2.6 How to enrol at a teacher training college

5.2.7 How to enrol in a part-time distance teacher education course



Best Practice

5.2.8 How to arrange and supervise student practice



Who should read and why

- **School leaders** and **senior teachers** with responsibility for mentoring TTC student school practice in their school.
- **Teacher students to be acquainted with the school practice**
- **All potential teachers** to understand how and where to train to be a teacher and opportunities in teacher education



More information

Information on courses offered at the TTCs and admission can be found at:

- Teacher training college and university websites



Introduction

5.2.1 Introduction to teacher education

Pre-service teacher education, which is offered by Teacher Training Colleges (TTCs), provides the foundation for a teacher's professional competencies and performance in the classroom. The quality of teaching in schools directly reflects the quality of pre-service teacher education.

It is essential that teaching at the TTCs is of a high standard and forward looking. TTC curriculums must reflect the latest curriculum taught in schools and TTCs must equip students with effective learner-orientated teaching methods. Furthermore, TTCs must provide students with a good grasp of IT and internet technologies so they can apply these in teaching and equip pupils for the contemporary labour market.

It is government policy that all teachers in primary and secondary schools must be qualified. Therefore, current teachers without a recognised certificate or degree should avail themselves of opportunities for distance and in-service training offered by TTCs to acquire the necessary qualifications.

Teacher education is offered at TTCs in all regions of Sierra Leone. Degree courses for subject specialisation are offered at universities and may be combined with a Post-graduate Diploma in Education for the student to qualify as a teacher.

5.2.2 Institutions responsible for teacher education

Ministry of Technical and Higher Education

The Ministry of Technical and Higher Education (MTHE) has the overall responsibility for all tertiary education in the country and for the education of teachers and school leaders. Amongst its duties, the Ministry certifies and registers tertiary education institutions, prepares education statistics and reports, conducts supervision of institutions, resources and facilities, and ensures the quality and relevance of education.

Teacher Training Colleges

- Teacher Training Colleges (TTC) offer courses in education and teaching leading to TC, HTC primary/secondary, B.Ed., M.Ed., Ph.D. Ed., Diploma Ed.
- Offer part-time online courses leading to TC and HTC primary/secondary.
- Conduct research programmes in education.

Teacher Education is offered at the following Teacher Training Colleges:

Fourah Bay College, University of Sierra Leone (FBC-USL), Freetown

Post-Graduate Diploma in Education (Dip.Ed.)

Bachelor's and Graduate Degrees in Education

Njala University (NU), Bo

TC, HTC Primary and HTC Secondary courses

Ernest Bai Koroma University of Science & Technology (EBKUST), Makeni

TC, HTC Primary and HTC Secondary courses

Eastern Polytechnic (EP), Kenema

TC, HTC Primary and HTC Secondary courses

Milton Margai College of Education and Technology (MMCET), Freetown

HTC Secondary and B.Ed. courses

Freetown Teachers' College (FTC)

TC, HTC Primary and HTC Secondary courses

Distance learning programme for untrained teachers

Universities

- Offer courses leading to BSc, BA, MSc, MA, and PhD degrees. Accompanied by a Post-graduate Diploma in Education, this qualifies graduates for teaching in schools, particularly secondary, which require teachers with subject-specialisation in 2-3 subjects.

Awarding & accreditation bodies

- West African Examinations Council (sets the criteria for admission to tertiary education)
- For HTC and below: the National Council for Technical, Vocational and other Academic Awards (NCTVA)
- For Degree courses: The Universities are awarding bodies.

TSC

The Teacher Professional Development and Performance Department in the TSC is an important partner in the education of teachers. The quality of education in schools reflects the quality of education at TTCs, so coordination between TSC and the TTCs is essential.



Rules

5.2.3 Teacher Education Rules

- School leavers graduating from senior secondary school with a WASSCE (West Africa Senior School Certificate Examination) with the required marks are eligible to apply for enrolment in a TTC for courses which qualify for a teaching position.
- Applicants to teacher education courses should have an aptitude for teaching and be motivated to teach in primary and/or secondary schools. The applicant's attitude is tested at an admission interview.
- The TSC shall inform the MTHE/TTCs annually of the forecasted demand for teachers for the following year and for the next five years to enable MTHE/TTCs to plan the intake of students, costs and other factors.
- The curriculum taught at the teacher training colleges must be regularly adapted to the curriculum taught in schools. The MBSSE, TSC, and MTHE/TTCs cooperate on curriculum development.
- Teaching at TTCs must equip graduates with effective learner-orientated teaching methods, IT skills, and competencies to work as a professional teacher in a school.
- *TSC's professional standards for teachers and school leaders* serves TTCs as a guideline for excellence in teaching.

5.2.4 School Practice

- Every student on a TTC teacher training course must complete two periods of teaching practice at a school with which the TTC has practice arrangements.
- Each practice period covers one TTC term of 4 months.
- The first practice takes place during the second term of the second year.

The second practice takes place during the first term of the last year of the course.

- The student is assigned a mentor during the practice period both at the TTC and at the school, who are suitable in terms of subject speciality, experience and mentoring skills.
- The school practice of a student is managed by TTCs in close cooperation with the school leader and the assigned mentors.
- The student is evaluated after each practice period and is expected to demonstrate improvement in the second period based on their evaluation of the first.

For further details see the section on [processes](#).

5.2.5 Distance Learning

- TTCs offer part-time distance learning programmes for acquisition of TC, and HTC-Primary and -Secondary for unqualified teachers.
- Applicants are admitted for distance learning courses subject to the criteria specified at the time of admission.
- Admission criteria include an admission exam in the English language and a letter from the school authorities.



Processes

5.2.6 How to enrol at a teacher training college

Admission criteria is specific for each course. The applicant should complete their application on the college's website and, if it meets the criteria of WASSCE credits, the TTC will follow up with an admission interview. Criteria are the following.

Teacher Certificate (TC)

- Aptitude test
- 2 credits in any two subjects at WASSCE

Higher Teacher Certificate (HTC)-Primary

- TC + 3 years teaching experience

- 3 credits at WASSCE

HTC-Secondary

- TC + 3 years of teaching experience
- 4 credits at WASSCE

Bachelor of Education (B.Ed.)

- HTC plus 4 WASSCE credits
- 5 credits including English language

Post-graduate Diploma

- Degree in a relevant subject

5.2.7 How to enrol in a part-time distance teacher education course

Part-time distance teacher education courses are offered by TTCs and the SLTU.

To enrol in a distance part-time teacher education course at a TTC, the applicant must: apply online to the respective institution; be a serving teacher; attach a letter from the school leader; pass an admission exam in English; and attend an admission interview.



Best Practice

5.2.8 How to arrange and supervise student practice

For further details and instruction please refer to Teacher Mentoring: An Intensive Course for School-based Teacher Mentors TSC, 2019.

- TTC sends a letter asking the school to accept the student for his or her practice period, stating the requirements of practice.

- The school selects a mentor to supervise and guide the student during the practice period
- The TTC selects a mentor (supervisor) amongst the lecturers at the school to supervise the process and ensure the learning targets are met.
- The supervisor, the school head, the mentor and the student prepare a plan for the practice to ensure all learning and observation needs are covered.
- Following the first practice, the students' mentor and supervisor record their comments on the student's performance. The student is expected to improve during their second practice period.
- Once each practice is complete, the TTC and school assess the student's learning and achievements, which may also include a test.

Focus areas and procedures for student practice are given in the Manual for Mentoring. School practice.

School practice should cover as a minimum:

- Subject and curriculum knowledge
- Acquaintance with the subjects taught at the school
- Planning and managing the calendar and timetable of teaching and events
- Preparation of lesson notes and compiling of learning materials
- How to convey the curriculum to pupils effectively, i.e. how to speak, use the whiteboard, involve the learners, etc.
- Application of learner-orientated and participatory teaching methodologies
- Use of the labs (if any)
- Application of IT, internet and educational technology in teaching
- Giving and correcting assignments and homework

- Paying attention to and meeting the requirements of pupils with physical and learning disabilities
- Managing conflict in the classroom
- Assessment of internal tests
- Teamwork with teachers.

5.3 The Induction Programme



Introduction

- 5.3.1 Introduction to induction
- 5.3.2 Who is responsible



Rules

- 5.3.3 Induction Rules



Processes

- 5.3.4 How to deliver an induction training programme in a school



Best Practice

- 5.3.5 How to mentor a new teacher in his or her job



Who should read and why

- **School leaders** and senior teachers with responsibility for welcoming and inducting new teachers into the school.
- **All current and new teachers** to understand the induction programme.



More information



Introduction

5.3.1 Introduction to Induction

The purpose of the induction training programme is to introduce new teachers to the teaching profession and familiarise him or her with the job as a teacher and with the school environment.

The induction training programme coincides with the new teacher's probation period.

The induction training programme is delivered in three stages:

- A preliminary two (2) day Induction programme hosted by the TTC in cooperation with TSC and involving the SLTU when the teacher graduates from teacher training college. The training covers introduction to the profession, the rights and responsibilities of teachers and the career prospects of a teacher.
- A two (2) day induction training programme at the new teacher's school developed by the TSC and delivered by the school. If possible, it might include a group of new teachers from a cluster of neighbouring schools.
- An on-the-job mentoring programme by the school leader and a senior teacher assigned as the new teacher's mentor. This is a follow up of student practice.

5.3.2 Who is responsible

Teaching Service Commission

- Determines the rules and framework for Induction Training
- Provides overall management of induction training in schools
- Provides a two (2) day standard induction training programme to be delivered at and by the school.

Teacher Training Colleges

- Hosts the initial two (2) day induction training programme
- Involved in preparation and delivery of the training programme.

Sierra Leone Teachers' Union

- Is invited to induction training to inform new teachers about SLTU services and other relevant topics.

Schools

- Delivers the two (2) day induction training programme for newly employed teachers
- Provides mentoring and supervision during the probation.



Rules

5.3.3 Induction Rules

- A new teacher is required to complete an induction training programme during his or her probation period.
- The induction training must familiarise the new teacher with the education sector, the teaching profession, teacher rights and responsibilities, the work of a teacher and the school's learning approach and environment.
- For TTC based induction training: A TTC graduate will be provided with information on induction training after having passed examinations at the TTC.
- For workplace-based induction training: the new teacher will be informed about the induction training after deployment to a specific school.
- School leaders or experienced teachers assigned as mentors require mentoring skills and should have completed the mentoring course offered by the TSC.
- Mentoring of a new teacher in his or her school continues the mentoring program during the practice period.



Processes

5.3.4 How to deliver an induction training programme in a school

School leaders and senior teachers are required to mentor new teachers. This is a continuation of the mentoring which is offered during student practice. School leaders and senior teachers assigned to be mentors would have participated in TSC's mentoring programme.

The school induction training lasts two full days. For convenience and effectiveness, the induction programme may target several new teachers from the same and/or neighbouring schools.

The school leader may present the school, its policies, plans, ways of operating, its stakeholders, etc to the new teacher. A senior teacher could be asked to present the school's approach to teaching, special issues in teaching and the teaching related duties, etc. A member of the SMC/BoG may be requested to introduce the teacher to the local community and explain the interaction between school, community and council. A folder of relevant materials should be compiled for the new teacher who must be given an opportunity to read it. In connection with the introductions and presentations new teachers will be given an opportunity to ask questions. The teacher should be presented to his or her class or classes.

The Induction covers learning areas such as:

- General knowledge on the profession as teacher
- The rights and responsibilities of teachers
- Basic knowledge on the relevant policies, laws, regulations and procedures
- An overview of relevant institutions and organisations in the education sector
- Facts, statistics, etc. which apply to teaching and the education sector
- Where to find information
- The duties of a teacher
- The expected challenges and how to deal with them
- Introduction to the professional standards for teachers
- Introduction to the code of conduct for teachers
- Introduction to the Teacher's Portfolio
- The school's didactic approach to teaching
- Special knowledge on the school and the local community
- The way the school is managed and organised, incl. meetings, teams, special duties, etc.
- Practical and administrative information.



Best Practice

5.3.5 How to mentor a new teacher in his or her job

Mentoring involves a professional relationship between a highly competent and experienced teacher or school leader, who acts as mentor and one or more new teachers, the mentees. The mentee learns from the mentor and applies this learning in their performance as a teacher. If there is more than one new teacher at the school, there are advantages of mentoring them as a group.

Mentoring by an experienced teacher or school leader should involve:

- Providing a role model of best practice
- Providing advice on how to deal with challenges and shortcomings
- Helping new teachers to develop confidence in themselves as teachers and build their knowledge, skills and attitudes
- Helping the mentee develop best-practice teaching practices and work to the professional standards for teachers
- Assisting the new teachers in developing personal targets and developing a career plan
- Providing helpful contacts and networks
- Helping the mentee become adept in self-management, building relationships with colleagues, stress management, and related areas
- Helping the mentee become an effective self-directed learner
- Help promote equal opportunities by mentoring disadvantaged groups.

Adapted from Beevers and Rea (2010/2013), pp.212-213

As a result of the mentoring process, mentee teachers(s) are expected to:

- Develop their professional knowledge, skills and attitudes as teachers
- Develop self-confidence and aspiration
- Develop the ability to reflect, analyse and find solutions
- Increase their motivation for teaching
- Develop career plans and pursue a career in teaching
- Understand their colleagues and superiors better

- Understand the wider context of their work
- Form good relationships and build professional networks in the teaching world
- Increase job satisfaction
- Develop positive and constructive attitudes
- Develop strategies to reduce stress.

Adapted from Beevers and Rea (2010/2013), p..217

Mentoring skills include the ability to plan a learning and development process and setting realistic and relevant targets, communicate clearly, explain complex matters in a simple way, actively listen to the mentee and focus on their needs, effective questioning, give constructive feed-back, team building (with teachers and leaders at the school), facilitate problem solving, and address personal problems and shortcomings with empathy. These skills are synonymous with some of the skills expected of an accomplished teacher.

The mentor is a facilitator. Ideas, reflection, brainstorming, improvement, changes, plans etc. should come from the mentee teacher(s) who are expected to take a very active role in the mentoring process.

In most cases, the mentoring process involves 4 stages:

Introductory stage

- An initial meeting between the mentor and the mentee.
- Agreeing on the purpose of mentoring and formulating realistic targets.
- Deciding realistically on how much time to allocate, how frequently to meet, etc.
- Developing the mentoring programme and incorporating it in the calendar.
- Agreeing how to work together.

Active mentoring stage

- The active mentoring stage covers the areas mentioned above under results of the mentoring process and any other issues which may have been identified as important.
- The duration of active mentoring may be half a year or more.

- The mentee teacher(s) will meet regularly, usually a couple of hours every week during the agreed mentoring period.

Concluding Phase

- Deciding on any follow up action and areas for improvement and learning
- Formulation of key result areas relating to the teacher's work.

Follow up Phase

- A meeting to evaluate the results and benefits of the mentoring
- Discussion of issues covered during mentoring and how things have developed
- Preparation of a plan for effective following up of mentoring. This is important to ensure that the results of mentoring are not forgotten.

It is important that time is allocated for the mentee teacher(s) to ask questions and for the mentor to give constructive feed-back. Staying objective, complying with guidelines and ethics, honouring confidentiality, regularly evaluating the process and keeping records are essential, both for the mentor and for the mentee. The mentee will be expected to take on responsibilities and an active role in the mentoring process.

Adapted from Beevers and Rea (2010/2013), p..225-226

5.4 Continuous Professional Development



NOTE

SYSTEMS UNDER DEVELOPMENT



Introduction

5.4.1 Introduction to Continuous Professional development

5.4.2 Who is responsible



Rules & Processes



5.4.3 CPD Rules

5.4.4 Evaluation and accreditation of CPD

5.4.5 Providers of CPD

5.4.6 CPD and Equal Opportunities

5.4.7 How to enrol for CPD training

5.4.8 How to register participation in a CPD training course



Best Practice

5.4.9 The CPD training course circle

5.4.10 How to assess the learning needs of teachers

5.4.11 Identification of training and non-training solutions

5.4.12 Strategies for addressing learning needs

5.4.13 How to analyse the cost-effectiveness of alternative strategies

5.4.14 How to plan a learning event

5.4.15 How to design an effective CPD training course

5.4.16 How to manage and administer a learning event

5.4.17 How to deliver an effective CPD training course

5.4.18 How to assess effectiveness of a learning event

5.4.19 How to evaluate the results of a learning event

5.4.20 Follow up of a training course

5.4.21 Out of the classroom, on-the-job or spare-time learning

5.4.22 How to initiate self-directed learning



Who should read and why

- **All teachers** and **school leaders** to understand:
 - Their roles in continuous professional development.
 - How to manage and engage in CPD.

- How to plan, deliver and evaluate training.
- How to engage in self-directed learning.



Forms & Letters

- CPD APPLICATION FORM
- CPD ATTENDANCE FORM
- EVALUATION FORM
- INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
- TEACHER PORTFOLIO



More information

Information on Continuous Professional Development programmes and courses can be obtained from:

- www.tsc.gov.sl
- Billboards at DEOs and TSC-Dos
- The websites of CPD training course providers
- Annual catalogues of CPD training courses published by the TSC (future prospect)



Introduction

5.4.1 Introduction to Continuous Professional development

A teacher is expected to upgrade his or her qualifications regularly. This is necessary for the teacher to be up to date with the latest curriculum and developments and trends in the subjects he or she teaches. A teacher is also expected to be up to date with developments in didactics and teaching methods and continuously apply improved strategies to achieve optimal learning outcomes, ensuring that pupils stay in school and pass their tests and exams with good results. Finally, a teacher should develop his or her competencies to nurture a career in the teaching service and comply with the increasing competency levels of the *professional standards for teachers* (TSC, 2019).

Continuous Professional Development (CPD) must:

- Ensure teachers continuously develops their competencies in teaching for the benefit of learners.
- Ensure compliance with the professional standards for teachers and school leaders at the different professional levels.
- Provide a basis for a career in teaching and for promotion to higher positions and grades in the teaching service.
- Update and expand a teacher's knowledge and skills in subjects, teaching methods and teaching technology.
- Inspire teacher interest in the subjects they teach.
- Motivate teachers to learn more and become life-long learners.

CPD includes:

- Short professional development courses offered by TSC, TTCs, MBSSE, SLTU, and various international agencies and NGOs. This includes Competency Classes provided by TSC
- On-the-job training, supervision by the school leader or a senior teacher, and mentoring
- Self-directed learning online and regularly reading relevant books, articles, newsletters, etc
- Learning in connection with membership of professional subject associations, professional networks and communities of practice.

It is essential that CPD is carried out systematically, that it is needs-based and that it builds up a teacher's or school leader's gradual career orientated acquisition of increasing competencies. Implementation of professional development may include the following key elements:

- Learning needs assessment to ensure CPD is needs based
- Identification of training and non-training solutions
- Planning of the CPD
- Design of courses and modules

- Development of learning materials and tools
- The facilitator's preparations
- Professional course management, organisation and administration
- Delivery of training courses
- Assessment and certification
- Evaluation of the results of the training course.

When the circle is completed the training provider should submit detailed information to the TSC. The TSC will register successful training course completion, certification and accreditation in the Teacher Database.

CPD may:

- Address a teacher's competency gap.
- Prepare the teacher for the next career step
- Keep the teacher updated on subjects, teaching methods, and IT/teaching technology
- Meet the school's requirements for subject specialisation
- Meet the school's requirement for counselling pupils, mentoring peers or junior teachers, teaching pupils with special requirements, administrative and managerial tasks, etc.

5.4.2 Who is responsible for CPD

The primary institutions in Sierra Leone responsible for CPD of teachers include:

Teaching Service commission

- Formulates rules, regulations and practices for CPD
- Sets standards and determines accreditation for in-service training of teachers
- Certifies providers of in-service training of teachers
- Serves as a common platform for CPD, coordinates CPD
- Registers completed training in the Teachers' Database
- Ensures training is needs based and develops teacher competencies systematically
- Manages and organises in-service training courses for teachers.

Teacher Training Colleges

- Provide in-service training online and face to face
- TTC lecturers frequently act as trainers and facilitators for other providers.

Sierra Leone Teachers' Union

- Provides in-service training for teachers in different subjects
- Provides in-service training with a focus on female teachers.

Other providers of CPD

International organisations, NGOs, and CSOs also offer training courses for teachers. These courses are expected to adhere to TSC's standards and criteria.



Rules & Processes



5.4.3 CPD Rules

- The TSC shall serve as a common platform for CPD of teachers in Sierra Leone.
- TSC shall organise, coordinate, commission, validate, accredit, and register CPD of teachers in due cooperation with the MBSSE, TTCs, SLTU and other relevant institutions and providers of CPD.
- CPD must be registered in a) the teacher's individual Portfolio, and b) in the Teacher Database, irrespective of the provider. Duplication, overlap and irrelevance of CPD must be avoided.
- CPD must be needs based and systematic. It must address teacher competency gaps and the need to develop new competencies.
- TSC must ensure consistency in individual CPD. CPD must be linked to a pathway towards increasingly advanced competencies in teaching and school management reflecting the *Professional Standards for Teachers and School Leaders*.
- The completion of CPD with demonstrated good results should count as one of the criteria for teacher and school leader promotion to higher positions, grades and salary.

- When there are changes in school curriculum, in subject knowledge, or other changes relevant for the contents and methods of teaching, TSC and MBSSE must ensure teacher skills and competencies are upgraded.
- IT, use of the internet and teaching technology should receive special attention in CPD. The TTCs, TSC, district education authorities and school leaders should ensure teachers receive the necessary training.
- If and when sufficient numbers of teachers in a district are considered to share similar training needs, the TSC-DO and DEO may organise a training programme with a qualified provider.

5.4.4 Evaluation and accreditation of CPD

- Participant learning in a training course may be measured through pre and post-tests.
- Training courses are evaluated through a) immediate reaction evaluation, 2) outcome evaluation of improvements in performance, and 3) impact evaluation, which may be measured in connection with relevant surveys, reviews, etc.
- Participants in training receive credit points according to the *Professional Standards for Teachers and School Leaders (TSC, 2017)*.

5.4.5 Providers of CPD

- CPD may be offered by TSC, TTCs, other training institutes, international agencies, NGOs, and other registered, certified and qualified providers of teacher training.
- Providers of CPD must inform the TSC on the contents of the training, accreditation, who the participants are, and other aspects of the training courses which they offer.
- As far as possible, teacher training by external providers should be adapted to TSC's overall standards, strategy and plans for CPD.
- TSC must conduct regular checks and quality assurance of providers of CPD.
- TSC maintains a database of qualified CPD facilitators and institutions.

5.4.6 CPD and Equal Opportunities

CPD must adhere to the highest standards set by the Government in gender, inclusiveness, equity and Persons with Disabilities providing equal opportunities for professional development for all teachers.

CPD is an instrument for promoting and reinforcing equal opportunities for careers in the teaching service.

5.4.7 How to enrol for CPD training

For national courses, interested candidates should consult with their superiors, refer to their personal Teacher Portfolio and complete a CPD APPLICATION FORM. They should submit this to the TSC-DO to coordinate the selection of participants based on individual training needs and training records captured in the teacher's database. This will ensure systematic CPD and avoid of duplication.

Currently, the TSC offers CPD courses for school leaders in mentoring, school leadership and professional standards. Other courses are under development. School leaders should acquaint themselves with the current CPD offers for school leaders.

Teachers are offered a series of competencies classes in priority subjects. Information on these can be found on www.tsc.gov.sl or from TSC-DO.

5.4.8 How to register participation in a CPD training course

The TSC, TTCs or any other provider of CPD must ensure participation in CPD learning events is registered after completion of the course. This is to ensure systematic individual professional development and avoid duplication. Providers other than TSC must provide details to the TSC.

Registration includes:

- Registration on the list of participants in a scheduled course
- Completion of a CPD ATTENDANCE FORM during the training
- Registration of course completion, certification and credits in the Teacher's personal Teacher's Portfolio
- Registration in the Teacher Database.

Training providers must contact the TSC to check teacher training records before admitting teachers on a course.



Best Practice

5.4.9 The CPD training course circle



For CPD training courses to be effective and have a real impact on learners and their performance in schools, each of the steps in the circle must be well executed. Therefore, training courses for teachers and school leaders should be prepared, managed and delivered

by professional institutions and facilitators. The circle may vary based on the scope of the exercise, but the logic is the same.

5.4.10 How to assess the learning needs of teachers

To be cost-effective CPD should be based on identified needs of teachers and school leaders to improve and develop their competencies. These needs must therefore be assessed systematically through a Learning Needs Assessment (LNA) before CPD is planned, prepared and delivered.

An LNA of teachers and school leaders may include:

- o Observations of performance at school and in the classroom
- o The annual performance appraisal including the Personal Professional Development Plan
- o Assessment of competency implications of planned career advancement to higher positions requiring additional competencies
- o School Improvement Plans, school supervision, quality assurance, etc. which identify collective learning needs among a school's teachers and leaders
- o Changes in curriculum, introduction of new technology, restructuring, etc.

A major survey of needs for improving competencies and of learning needs may be conducted with appropriate intervals, such as every five years. Such a survey may contribute in the macro planning of teacher education in terms of national policy, planning and budgeting; increases in number and size of institutions and colleges, admission criteria, national curriculum, learning technologies, and upgrading of facilities, equipment, and materials for teachers.

At the district, cluster or school level, a school leader, TSC-DO staff, and other bodies involved in CPD should be able to conduct simple LNA, which may then be processed locally or feed into larger programmes.

LNA, even in its simplest form, must adhere to the highest standards of HR. It should be:

- Professionally carried out
- Objective and based on relevant and measurable criteria

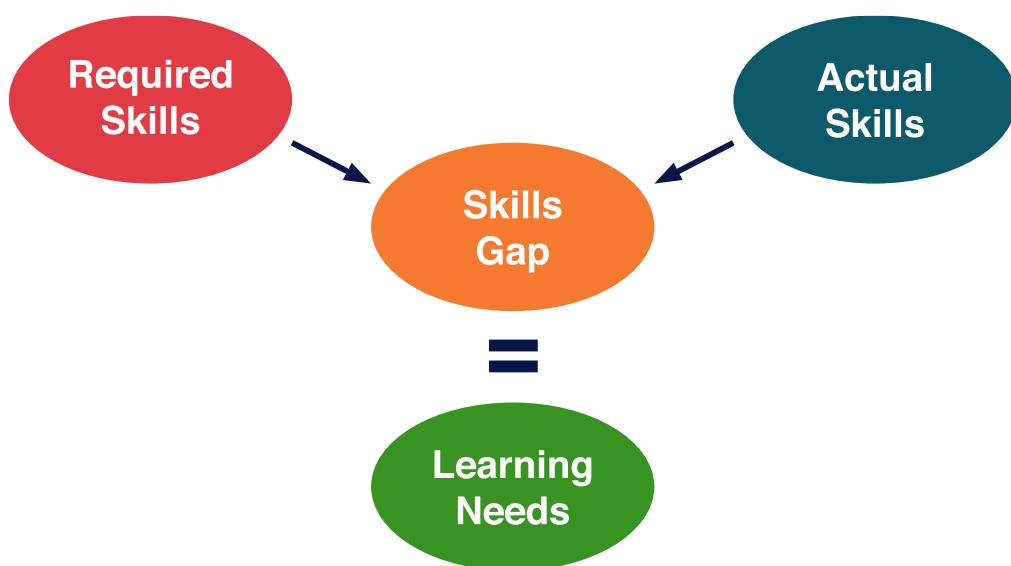
- Evidence-based
- Free from bias
- In support of equal opportunities.

Not all problems and shortcomings can be solved by training. The LNA may identify other solutions such as improvements in management practices, systems changes, introduction of new technology and availability of better tools or guidance.

Even if the solution is learning orientated, there are many ways of learning in addition to attending a training course. These include mentoring, job-based training, and self-directed learning. The latter has become easy through online opportunities for learning. These learning solutions are usually attached with a lower cost and can be equally effective.

Due of the large number of teachers, all teachers may not gain access to a CPD training course. In connection with the needs assessment it is essential to prioritise the most urgent training needs. Some teachers may have excellent teaching knowledge and skills and do not require much training. Since CPD is a criterium for promotion, it is essential to ensure that such teachers have equal opportunities for promotion even without CPD credit points. Excellent teaching skills can be captured in the annual performance appraisal.

In its simplest form an LNA exercise identifies any gaps in competencies.



Example: A teacher who teaches math without having a good professional grasp of the subject.

In the case of simple skill deficiencies a school leader or the teacher him/herself may search for a suitable training programme offered by a training provider. Or they may search for teaching programmes offered online.

If the same kind of learning needs are common to several teachers within a cluster of schools or in a district, a training course may be arranged at a school or a TTC or at another suitable venue. In such cases the TSC-DO and the district education authorities should be consulted for approval based on available information on the candidates, following which the training should be registered appropriately.

LNA is just as much about a positive development to nurture careers and meet the demands of the future. The gap in this case would be forward looking, for instance what kind of competencies is required for a proficient teacher to become a highly accomplished teacher or a school leader. For example, a teacher who shows an aptitude for leadership in a school whose Head Teacher is due to retire in one year.

The most convenient way of assessing the learning and development needs of teachers is in connection with the annual performance appraisal and the associated completion of the Personal Professional Development Plan.

If the assessment of a teacher for a specific responsibility, task or competency points to inadequate performance, it could mean there is a learning need. However, it could also point to a deficiency in management, systems, tools or conditions under which teaching tasks are carried out.

The identified learning needs must be prioritised and the most critical added to the teachers' Personal Development Plan subject to identification of realistic CPD/training opportunities.

5.4.11 Identification of training and non-training solutions

The assigned LNA team or panel should always try to identify the most optimal training solution. This part of the LNA exercise may include:

- A list of training topics
- Identification and assessment of alternative strategies to address the learning needs
- Analysis of the cost-effectiveness of alternative strategies
- Selection of the most cost-effective strategy.

Where the LNA highlights non-training issues, such as deficiency in systems and school management, non-training solutions can be applied that may relate to: improvements in school management practices, provision of better teaching materials and tools, making guidelines available, introduction of new teaching technology, or improving the working environment and climate.

5.4.12 Strategies for addressing learning needs

May include:

- Open (standard courses offered to a wide audience) versus tailored (courses tailored to specific needs of an organisation) learning, in-house (within the organisation's premises) versus external training.
 - Examples of open external training courses are the standard in-service training courses for civil servants offered by IPAM, the Institute of Public Administration and Management and by the Civil Service Training College.
 - Example of tailored internal training courses for teachers with similar training needs are the current competency classes offered by TSC at selected schools in the country.
- Training at an institute abroad. This option is only valid if the return on the investment can be expected to be high.
- Online/distance or blended learning (mixture of face to face and online training) courses suitable for trainees in remote areas and for economies of scale in case of large numbers of trainees.
- On-the-job training.

- Supervision and mentoring by a school leader or a highly accomplished teacher
- Team-based learning, communities of practice, and similar
- Self-directed learning, on-line or through books, articles, etc.

5.4.13 How to analyse the cost-effectiveness of alternative strategies

It is essential to assess the cost-effectiveness of alternative learning strategies to achieve the optimal outcome for the least cost.

When selecting the optimal solution, the cost must be weighed against expected outcome and priority of the training. This could mean opting for a more expensive solution. However, in many cases a low-cost strategy might be just as effective or even more effective. In some cases, it can be necessary to choose the second-best solution in order to stay within the given budget.

A teaching service body may choose a low-cost solution for training, which requires the school manage, organise and deliver the training with its own resources. Before taking this route, the school needs to estimate whether they have the expertise and resources required to deliver it. Outsourcing training to a professional training institute may save time and ensure higher standards in training. In some cases, there may be middle-way solutions.

An alternative cost-effective strategy may be to develop the competencies of school leaders. If school leaders are competent it reduces the need for teacher training, as the school leader is able to run the school more effectively, ensure a sound school economy, promote a conducive work environment and climate, build well-functioning teams of teachers, make work practices more effective, deliver his or her own on-the-job training, guide teachers, and so on. Investment in learning & development programmes for school leaders is therefore a worthwhile investment.

When choosing a learning and development strategy it is important to ensure training is of a high quality and needs based, irrespective of which solution is chosen. When training is provided by a professional training institute, the institute must be carefully scrutinised and the quality and relevance of the training guaranteed through proper arrangements, contracts and

oversight. This also applies to training provided by donors, who must meet the set standards of the teaching service.

5.4.14 How to plan a learning event

The detail required to plan training depends on the scope of the training. There is a big difference between planning a course for 5,000 teachers, sending 20 teachers on an external training course, and organising a learning event at your school. Irrespective of the scope, planning should always be linked with learning needs assessment and the selection of the most cost-effective strategy.

In general planning a learning event involves:

- Prioritisation and selection of the participants based on needs
- Identification of a suitable provider (if external training is opted for)
- Choosing a venue (if internal or self-organised training is opted for)
- Profiling and identifying teachers (if internal training is opted for)
- Preparation of a training plan and schedule
- Writing a budget for the training plan
- Consultations and negotiations with providers, tendering (if large scale), etc.
- Planning assessment, certification and accreditation.

If the TSC or MBSSE, a district or a school or cluster of school organises its own training there are several possible venues, all depending on cost and suitability:

- At one or more government schools
- At TTCs
- At facilities provided by national or local education authorities (ministries, TSC offices, local councils, etc)
- In conference centres and hotels.

On-air or digital venues

- Via radio or television

- Social media channels, such as YouTube
- As online distance courses delivered on conference screens, computers, tablets and smartphones
- As blended learning, partly online and partly in classrooms or meeting rooms.

5.4.15 How to design an effective CPD training course

A well-designed learning event or training course is likely to meet with success. Design is therefore an essential step in the CPD circle. Designing learning events and training courses is the responsibility of the provider. However, in order to be able to request and assess CPD programmes effectively it is necessary for the teaching service and the school, to have a rudimentary knowledge of what quality learning and development design entails.

The first step in the design phase is verification and clarification of needs and requirements to be sure to get it right from the beginning. Otherwise the training course may not meet expectations or fulfil the identified needs.

Designing a training course involves:

- Formulating learning objectives
- Selecting learning methods
- Choosing learning technology (if relevant)
- Preparing course and module descriptions
- Preparing the programme
- Preparing a course summary for advertising and catalogues, etc
- Development of tests, assessment and evaluation mechanisms.

Learning objectives

It is important to formulate precise and clear learning objectives as these will orientate both facilitators and trainees, help to focus the learning event, and guide the selection of learning methods, tests and assessment, and the evaluation of the results. The learning objectives should reflect the identified learning needs and the competency level of the participants.

Learning objectives should be concrete, realistic and relevant to the learners and they should match exactly the actual expected outcome of the learning event. An easy approach is to base the formulation of the learning objectives on the knowledge, the skills and the attitudes the participants are expected to develop:

Example learning objectives:

- *Having completed the course, the participants will know the advantages, methods, outcomes and assessment of group assignments....*
- *Having completed the course, the participants will be able to organise pupils into groups, design group assignments, use teamwork techniques, assess results of group assignments....*
- *Having completed the course, the participants will be more sensitive to group dynamics and the needs of different individuals in a group of pupils....*

Good examples of learning objectives can be found at the start of a chapter in almost any recent academic or professional book on learning and development or training.

Learning methods

Learning methods applied during a training course often determine the degree of learning.

Learning methods should reflect:

- The competency level of the participants
- Learner-orientation rather than teacher-orientation
- That it is an adult learning programme

And they should:

- Be appropriate to the subject
- Not overload the training course
- Be applied with decorum considering the sensitivities of participants
- Be applied professionally by a skilled facilitator

Common learning methods and activities		
Learning method/activity	Description	Caution
Icebreaker	People learn much better if they are relaxed and comfortable with the facilitator and their co-learners. This is the purpose of icebreakers which usually start a training session or workshop. There is a range of icebreaker activities available to facilitators which can be accessed on the internet or found in professional literature.	Icebreakers must be applied with sensitivity to the participants' social standing, culture and personal mindset. There are alternatives to icebreakers such as asking everyone to help rearrange the furniture, begin the session with plenary brainstorming, etc.
Presentation with questions and answers	The purpose of a presentation is usually to present new knowledge to an interested audience. It is important that the presenter has excellent presentation skills and is able to listen to and be aware of the audience. He or she must provide opportunities for the audience to ask questions either during or at the end of the presentation.	A presentation should never last more than 20-30 minutes, and it is essential that the audience can participate with questions. It should be followed by relevant activities, reflection and dialogue on the subject-matter.
PowerPoint slide show	A PP slideshow usually accompanies a presentation. If applied correctly, it can be effective in summarising subject matter to make it easy to remember. A PP slideshow should use minimal text and apply colours, graphs, figures, tables, photos, symbols, drawings, videos, etc. as appropriate.	A PP slideshow should NEVER merely summarise in words the facilitator's presentation, and the facilitator should NOT stand with his/her back to the audience reading the slides out.
Guest lecturer	Inviting a guest lecturer to speak is a good break from the facilitator and a way to introduce real world experience to a training course. A good guest lecturer can be an eye-opener as well as an entertainer. Professional training institutes often have a cadre of experienced practitioners attached to the institute. A guest lecturer should also have good presentation and facilitation skills.	The danger of inviting guest lecturers is if the lecturer does not understand the learners' level or the purpose and approach of the course, or if the lecturer is very nervous or dominant. It is also a setback if the lecturer loves to hear him/herself speak and goes on for too long. The facilitator must be able to politely steer a guest lecturer.
Brainstorming, mind-mapping, problem identification, etc.	It can be very productive in a training course or workshop to allow the participants to identify problems and solutions themselves. They take ownership, are committed, and engage. Another advantage is that it may produce a link between learning and the real world and enhance relevance. Brainstorming, etc. provides an opportunity to discover valuable solutions to real problems.	The danger of this approach is if the facilitator loses control, if there is too much deviation from the plan, or if some participants become antagonistic. This approach requires a very good facilitator.
Reflection	Participants should be given time for reflection during a training course or learning event. This will enable participants to integrate their learning experience, learn more through reflection and identify questions to be addressed.	

Group exercises and discussions	Group exercises and discussions are excellent and effective ways of engaging learners actively. People in a group learn from working together and from one another. It is important that a group has a clear learning task or a set of questions which they are asked to address. For this they may have access to the internet. The group should elect a chairperson for time keeping and staying on track, a secretary to take notes, and someone to present. Results may be recorded on flipcharts or be projected on a screen.	Group discussions may deviate, involve too much talk, create tensions between participants, or a group may be dominated by people with strong opinions. It therefore requires a good facilitator who can steer the process in several groups simultaneously, guide them in the right direction, and answer questions.
Plenary discussions	Plenary discussions normally follow a presentation or a group exercise. It is a way of sharing knowledge and learning. Such discussions may enhance active participation, motivation, inspiration and creativity, and plenary discussions may produce viable solutions to issues in the real world of work.	Plenary discussions can go off-track and stir up tensions and arguments between participants. Sometimes a participant may take advantage of the opportunity to dominate and force through his or her own ideas. Plenary discussions require a competent facilitator who can handle situations that may arise.
Individual exercises, tests	Individual exercises and tests create intensive learning and enable participants to review his or her own acquired competencies and develop more advanced levels of mastery. It provides an opportunity for the trainer or facilitator to discover where improvements in skills are required.	In planning exercises and tests, it must be ensured that the level is appropriate, neither too high, nor too low. Attention must be given to the smooth running of the technical mechanisms and to confidentiality.
Demonstration	Demonstration is one of the best ways to learn a practical skill, perhaps in connection with theory and explanations. It is important the first demonstration by the facilitator is slow and step by step, and that participants all have opportunities to try it out individually. Lack of skill can be dealt with on the spot and improved upon under professional guidance.	It is essential trainees are given the full rationale for why things are done in a specific way. The facilitator should not run through the exercise fast, be impatient or show temper, but should be patient and encouraging.
Case study	The learning method of case study has been developed to advanced academic levels by universities. Case studies might involve individual as well as group work and they might be long or short. A case study is an excellent way of imitating situations in the real world and learn by exploring alternative options and opportunities and experiencing the results of wrong decisions. Case studies can be developed as online journeys into real life situations where the result of actions are dramatically unfolded.	
Role play	Role play simulates real life work situations. They can be useful in breaking participants' psychological barriers and develop courage to act first in an artificial setting and subsequently in the job. It provides a good opportunity to test difficult and challenging situations and develop professional working skills with colleagues under an experienced facilitator's supervision. It	The facilitator must be careful not to overstep the red line of participant personal sensitivities. Another risk is if some of the players do not take it seriously at all. To plan it well and make it effective requires a good understanding of the participants' job situation.

	is also a means of seeing another's viewpoint (through acting the other) learning to negotiate, deal with conflict, and so on.	
Games	When you have fun, your mind is open, and you learn easily without straining yourself. Some games can also be engaging and are a good way of promoting full attention. Games are socially fulfilling. Games might be a way of learning how to solve real life crises situations and problems, in the worst case learning by mistake (but without causing any harm).	
Videos	Videos provide an excellent break to the flow of demanding instruction and exercises, and at the same time enable participants to learn in a relaxed fashion. Timing is important, for instance entertainment in evenings, after lunch when participants need to digest or in the late afternoon.	
On-the-job practice	Learning in the class or conference room may be enhanced considerably by practical on-the-job learning and job assignments which may take place during an interval in the course or after completion. It is important to reinforce learning through trial and error and through applying what has been learnt.	If learning is not reinforced by putting it into practice during or soon after the learning event a valuable investment may be lost. If one doesn't apply acquired competencies, one is likely to forget the knowledge and the skills.
Various online and distance learning methods and blended learning	Online programmes, distance learning, e-learning, mobile learning, etc. are becoming increasingly popular and have many advantages such as low cost for the participant, the possibility of learning at home in free time, distribution of learning opportunities to a large number of learners, reaching learners in remote areas, etc. It may involve webinars, short programmes on YouTube as well as long complete educational degree courses. Blended learning means e-learning with short periods of face to face classroom-based session, which can be an advantage for the long education programmes.	Learners may feel isolated and lack motivation and stimulation provided by group training. Trainers and facilitators, though there, are mechanisms for communication, do not have the same grasp of the individual participants or the opportunity to focus on and adapt to the needs of individual learners. The different elements of the programme may seem mechanical, too general and lacking in depth.

The course description

The course design is captured in the course description. This is an important tool for the trainer or facilitator in preparing the details of course delivery, including duration, methods, materials to be applied, etc. It also provides a good overview for course management and marketing.

Module descriptions are mainly relevant for longer courses which need to be broken down into several subordinate subjects and topics.

The format and detail of course descriptions may vary, but they usually include the following:

- Title, duration, venue, and other basic information
- A descriptive summary of the course
- Profile of the facilitators – (for marketing purposes with names and photos)
- The objective – why the participants need this training, what is expected to be achieved
- Learning outcomes – precise knowledge, skills and attitudes to be acquired.
- Topics of the training course (if large scale can be subdivided under modules)
- The learning methods and activities
- Reference to learning tools and materials
- Profile of the participants and criteria for participation (for instance: must have completed HTC plus 3 years working experience as a teacher)
- Assessment, accreditation and certification (if any).

How to compile and develop learning materials and tools

Learning materials for knowledge acquisition, reflection, exercises and other forms of application during a course is an essential supplement to the course programme and should be given considerable attention during preparation. Such materials may include:

- A compendium of information on the course, selected articles, book passages, quotations, references, and the following (which alternatively may be distributed when relevant and inserted by the participants in the binder)
- Handouts including exercises, cases, questionnaires, tests, etc
- PowerPoint slides printed for the benefit of participants (however, this intrudes with the surprise effect and is not recommended)
- Literature and books.

To save on paper, learning materials, such as academic and professional articles, may be accessed online through links provided to participants.

Trainers and facilitators may use the following tools and equipment during the training sessions:

- Whiteboard

- Flipchart
- Screen
- Projector
- Computers
- Tablets and smartphones
- Laboratory equipment
- Equipment for demonstration
- Note blocks, pens, etc.

The facilitator's preparations

A facilitator or trainer always needs to be well prepared. Often the success of a learning event is directly equivalent to the amount of preparation. When things go wrong participants are likely to develop a negative attitude and the performer may lose his or her confidence and equilibrium. From then on things tend to escalate in the wrong direction. Good preparation provides a safety net to fall back on.

Nevertheless, part of a facilitator's range of skills is also to improvise, adapt to changes, be able to handle unexpected situations, and deal politely but firmly with difficult participants.

Lesson Notes

Lesson Notes are the facilitators own tools for the systematic planning of a learning event. Lesson Notes provide an easy overview, or checklist, of subtopics, details of timing, and for each topic the methodology, handouts and materials, learning tools, equipment and references.

Lesson Notes may be supplemented by personal notes, which are easy for the facilitator to refer to while running each session without moving the attention away from the participants.

Each facilitator has his or her own style and both Lesson Notes and the facilitator's notes are usually personalised.

Ensuring training goes smoothly

To ensure a training event goes according to plan the facilitator should:

- Go through the programme mentally and try to memorise the broad outline – without overburdening the brain, which may block the mind
- Check projector, computer, tools and equipment the day before or at least in good time before starting
- Ensure back-up technical staff and service staff are easily within reach during the training
- Organise furniture for informality and groupwork
- Have everything arranged and orderly before starting
- Check all external arrangements, such as transport, lunch, registration, etc.

5.4.16 How to manage and administer a learning event

Depending on the size and scope of the learning event one or more competent staff should be in charge of course management and administration. Trainers and facilitators should be relieved from this dimension of learning events allowing them to focus on content and delivery. For larger programmes and programmes delivered at institutes, there may be a hierarchy of managers and administrators from a course director at the top to service staff who take photocopies.

In the case of an external provider, a training institute or a highly professional venue part of the course management and administration will be taken care of. This should be included in the agreement with them, but it is important in any case to check every point.

Management and administration include:

- Managing overall planning, budgeting, tendering, reporting, etc
- Monitoring agreements with external providers
- Managing budget and expenditures
- Taking care of DSA, transport arrangements, accommodation, etc
- Registering participants
- Acting as host: welcoming and directing participants when they arrive.
- Taking care of meals, refreshments, special diets, etc
- Assist with handouts, photocopying, etc

- Handle unexpected situations (if the power fails) and emergencies (if someone gets sick)
- Interacting with technical and service staff associated with the venue (a different employer)
- Simply being there for the facilitators and trainers.

5.4.17 How to deliver an effective CPD training course

How much teachers participating in CPD training courses and learning events learn ultimately depends on the quality of delivery. It is important to remember adults learn differently to children and youth.

- Organisers and facilitators of learning events should be aware of the professional level of participants, taking care not to under or overestimate their knowledge and experience.
- A training event should be well prepared in advance. The facilitator should check everything is ready the day before such as lesson notes, slides, handouts, etc. and that equipment, such as projectors, work.
- The arrangement of furniture in the conference room or classroom should promote an informal atmosphere and enable group work and exercises.
- A session may start with an appropriate icebreaker or another activity to break down participant psychological resistance or shyness.
- Application of learning methods and activities should be balanced and appropriate, they should fit the topic, and there should neither be too little, nor an overload of different learning activities.
- A learning event should carefully balance short presentations, question and answer sessions, participatory activities, moments of reflection, breaks, etc. A small break every hour is desirable as well as physical activities after lunch. Evenings are perfect for videos.
- The facilitator must respect adult learners and their views and experience. In many cases adult learners have considerable knowledge and experience to share with their co-participants. They may not previously have formulated their knowledge and experience and not considered it as valuable experiential learning before the course.

- Adult learners should be enabled to discover answers and solutions themselves with the aid of the facilitator and the group. This enhances ownership of the findings and is the rationale behind the term *facilitator*.
- It is beneficial to draw on participant work realities when possible to ensure a high degree of relevance and subsequent application in the workplace.
- Presentations should be lively and engaging and not last more than 20-30 minutes.
- PowerPoint slide shows should be applied with great care. They should never merely summarise the spoken statements of the presenter, but should supplement the statements through use of symbols, images, figures, graphs, etc. The slides should apply colours creatively and be entertaining in order to enhance the attention of the learners and the learning impact.
- There is a range of participatory and engaging learning activities available to the facilitator to enhance the learning experience. A facilitator should know these and make use of them professionally.
- Practical arrangements that support the learning event such as lunch, accommodation, etc. must function smoothly so as not to interfere with an otherwise positive experience.

5.4.18 How to assess effectiveness of a learning event

Participant learning and acquisition of competencies may be assessed through tests such as:

- Multiple-choice
- Questionnaires
- Written exams
- Results of exercises during the event
- Results of cases
- Results of group work.

Assessment tools may be combined. Tests may be of individuals or of groups, rewarding groups for their results collectively.

If a course is accredited and rewarded by a diploma or recognised certificate, tests are a requirement in order to ensure objectivity and fairness.

For minor learning events tests should be kept simple and quick.

5.4.19 How to evaluate the results of a learning event

CPD training courses and learning events are evaluated to ensure learning is effective and to improve the quality of the course. There are four kinds of evaluation:

- Pre- and post-tests:

Pre/Post-tests are conducted before and after a training course to measure the competencies acquired during the training course. Such a test should comprise a simple multiple-choice test which should not take up too much time. Often it is only the post-test which is applied which demonstrates the learning achieved.

- Immediate reaction evaluation:

The *immediate reaction evaluation* captures participants reactions on the closure of a training course. Participants evaluate the performance of the trainer(s) or facilitator(s), the quality of handouts and materials, what they have learnt during each lesson, logistics and arrangements, and other matters. This type of evaluation is subjective, though valuable. In some cases, the trainer or facilitator will also evaluate the course. For TSC teacher training participants are asked to complete an EVALUATION FORM.

- Outcome evaluation

The outcome evaluation measures concrete improvements in work behaviour and demonstrated knowledge and competencies as against course objectives. This is a measure of the success of the course and measures how much is learnt and subsequently applied in the workplace. Outcome evaluation typically takes place 3 and/or 6 months after course completion through questionnaires sent to participants and their supervisors.

- Impact evaluation

The impact evaluation usually examines impact of larger training programmes in relation to government policies, strategies and plans, or the impact on education in, for example, quality of teaching, reduction in drop-out rates, increase in pass rates, improvement in gender balance, and effect on the labour market and the economy. Impact can usually only be measured after a couple of years and CPD may only be one

of several factors that influence impact. Impact can be determined from statistics, surveys, government reports, etc.

5.4.20 Follow up of a training course

An important dimension of learning is to practice what you have learnt in real life to reinforce the learning process. Many training courses fail to have an impact because this does not happen.

It is the duty of training organisers and the managers of participants to ensure mechanisms are in place to enable training participants to practice what they learnt and get experience while it is still fresh in their mind. When teachers participate in CPD events, school leaders should be involved from the outset and systematically follow up afterwards.

To focus the attention of both teacher and school leader, CPD should evaluate training outcomes where results must be demonstrated in performance in the classroom.

Following up on training may be incorporated in mentoring, coaching or supervision programmes. Participants in training may also be given targeted job assignments on completing a course. This is particularly relevant in the case of leadership training. Finally, a CPD training course may be supplemented by e- and mobile learning modules.

5.4.21 Out of the classroom, on-the-job or spare-time learning

Job-based and spare-time learning are low-cost solutions to develop competencies which, if appropriately applied, can be very effective. It includes:

- Virtual classroom and webinars
- E- and mobile learning
- Blended learning which combines periods of self-study, working and occasional meetings with facilitators/lecturers and co-learners
- Systematic on-the-job instruction or supervision, which might involve demonstrations. This can be facilitated by the school leader or a highly accomplished/distinguished teacher

- Mentoring
- Coaching, which is more personalised and systematic than mentoring
- Provision of instructions on posters, easily accessible manuals, etc
- Team learning on-the-job
- Communities of practice (Can be organised as a Facebook or LinkedIn group with similar professional and subject interests who maintain contact, discuss online, exchange literature, etc.)
- Self-directed learning.

5.4.22 How to initiate self-directed learning

There are many opportunities for teachers to pursue knowledge and skills outside of training courses, mentoring or other on-the-job CPD opportunities if they take the initiative.

The internet has made self-directed learning easy. For example, if a teacher feels inadequate teaching math, there are excellent free and low-cost programmes available online to help the teacher build his or her knowledge, understanding and confidence of the subject. Courses also usually include methods for effective teaching of learners at different grades.

A reflective and interested teacher will also learn by his or her own experience, called experiential learning. This requires an aptitude for mental processing of experiences, using one's intuition, a willingness and courage to experiment, and systematic accumulation of best practices.

A teacher also acquires knowledge, skills and aptitude by interacting with and watching more experienced teachers perform. This is an informal way of mentoring. Such learning can be effective if the teacher is critical, alert and takes note of what works well and what does not. A teacher should not imitate a senior teacher's bad habits or outdated practices, but should be able to distinguish between what benefits the learners and what does not.

The impact of self-directed learning can be increased by learning in groups. This allows teachers to support one another, engage in regular dialogue, share knowledge and experiences and stimulate each other's interests. The learning achieved in a group will exceed the sum of

the knowledge of each member of the group and is therefore an extremely valuable approach to learning. In small schools, teachers might form just one or two groups, one focusing on science subjects and one focusing on arts subjects. In larger schools, groups of teachers may refer to grades or they may, and especially in secondary school, be based on subjects.

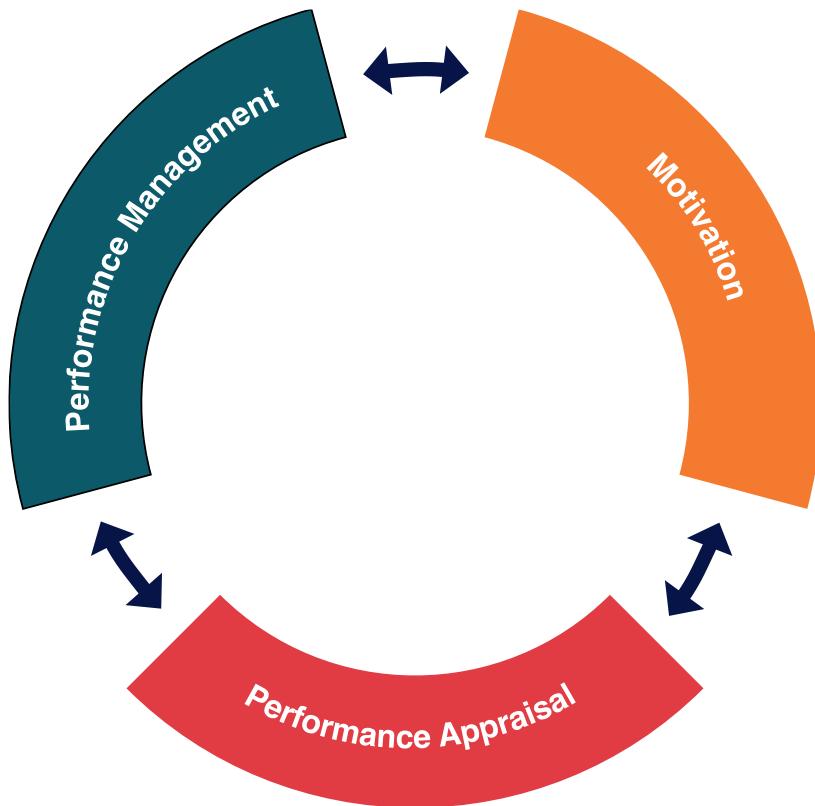
The group approach to learning can be extended beyond the school involving professional subject associations and communities of practice.

At the heart of self-directed learning is the notion that the human mind by nature is geared to continuously learn, and that knowledge is formed instinctively in the subconscious mind.

A teacher can apply the *Professional Standards for Teachers and School Leaders (TSC, 2017)* as a guide and inspiration for self-directed learning.

It is important school leaders and distinguished or highly accomplished teachers take the initiative to stimulate and guide self-directed learning among teachers.

PART 6: Teacher Performance



6.1 Performance Management



Introduction

- 6.11 Introduction to Performance Management
- 6.12 Performance and Promotion



Who should read and why

- All teachers and school leaders to understand the importance of Performance Management and how it can be implemented.



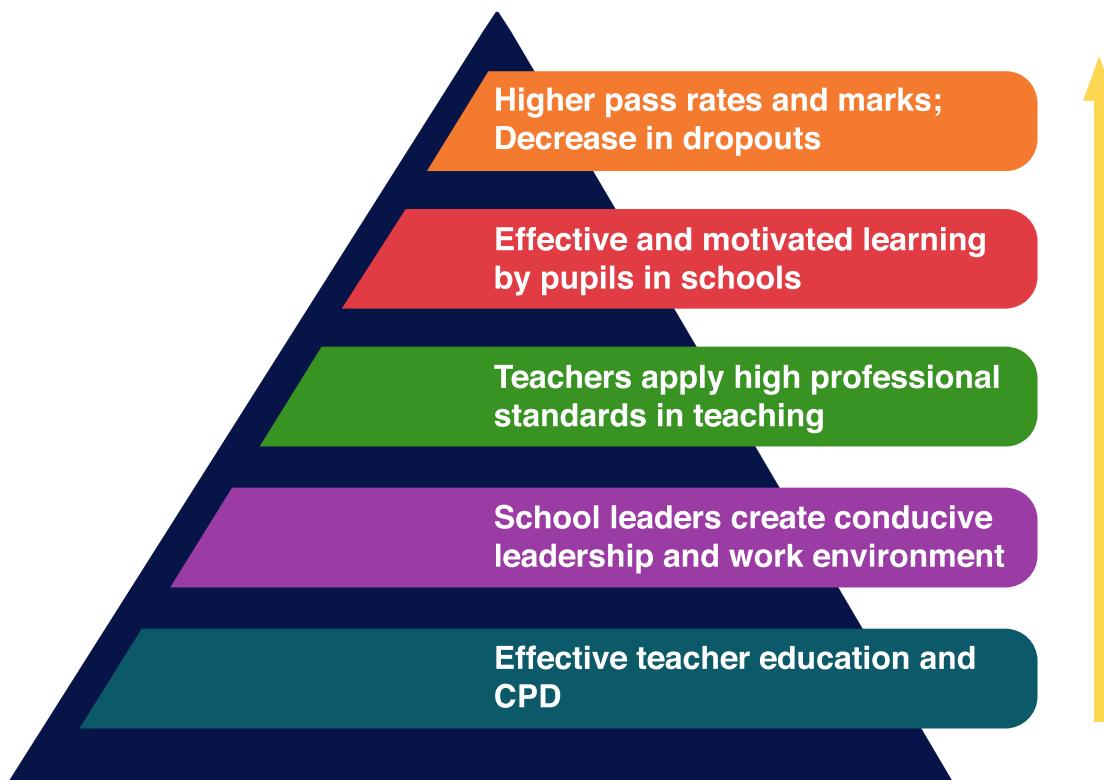
More information

Extensive literature on Performance Management can be found online. See www.cipd.co.uk

6.1.1 Introduction to Performance Management

Training as a teacher and participating in professional development do not guarantee high-quality performance in the classroom or lab. To perform well, teachers must: have an aptitude for teaching; feel good about their profession; be motivated to excel; receive the guidance they require; have easy access to teaching tools; work well with school leaders and colleagues; and have clear goals and targets to direct their work. This is what *performance management* is all about.

Improving the professional performance of teachers through *performance management* helps ensure government education policies are realised on the ground. A teacher's individual targets and key performance indicators must lead up to and help to fulfil the goals of the educational policies of government, as should every consecutive level from teacher education upward.



The *Professional Standards for Teachers and School Leaders* (TSC, 2017) provide teachers and school leaders with clear guidelines on the standard of knowledge, practice and engagement for each of the four categories of teachers on the competency ladder - new teacher, proficient teacher, highly accomplished teacher and distinguished teacher.

A range of tools can be applied to improve performance, including:

- Strategic management, which sets targets for school performance
- Performance appraisal of teachers with concrete, relevant and measurable indicators
- Setting school targets with the teachers to encourage commitment
- Organising teachers in teams to focus on improving the quality of teaching in the school
- Provide encouraging and conducive modern school leadership
- Introduce more effective ways of working
- Supervise and guide teachers in their work
- Provide teachers with adequate teaching tools
- Provide teachers with a conducive work environment
- Stimulate teachers professionally and academically
- Motivate teachers through motivational measures
- Ensure job satisfaction, enrich jobs.

To sustain a high professional standard of performance requires a focussed and systematic approach. It is not enough to apply performance control measures, although they might help to identify and address low performance. Control can be detrimental to commitment and may defeat the purpose. It must therefore be balanced with measures to encourage and motivate teachers.

Performance management is the responsibility of school leaders. The TSC must ensure that school leaders are equipped with appropriate competencies in performance management, including conducting performance appraisals and enhancing the motivation of teachers.

6.1.2 Performance and Promotion

In modern merit-based HR, the performance of a teacher or school leader reflects on their chances for promotion. Teachers who wish to advance on a managerial path, a professional path, or an academic path, must make a conscious effort to demonstrate high performance in areas relevant for their career, and must develop the associated competencies through the means available to them. Continuous Professional Development is not just training. Experiential learning through processing work experience, on-the-job training, and self-directed learning can be very effective in developing a teacher's skills.

The professional advancement of a teacher is recorded in the Teacher Portfolio, a tool for systematic career development.

6.2 Performance Appraisal



Introduction

- 6.2.1 Introduction to Performance Appraisal
- 6.2.2 Roles and Responsibilities



Rules

- 6.2.3 Performance Appraisal Rules



Processes

- 6.2.4 The Personal Development Plan
- 6.2.5 Performance Appraisal



Best Practice

- 6.2.6 How to set criteria for performance



Who should read and why

All teachers and school leaders to understand the appraisal process and how to implement it.



Forms & Letters

- PERSONAL DEVELOPMENT PLAN
- SAMPLE PERFORMANCE APPRAISAL FORM



More information

The Professional Standards for Teachers and School Leaders (TSC 2017)

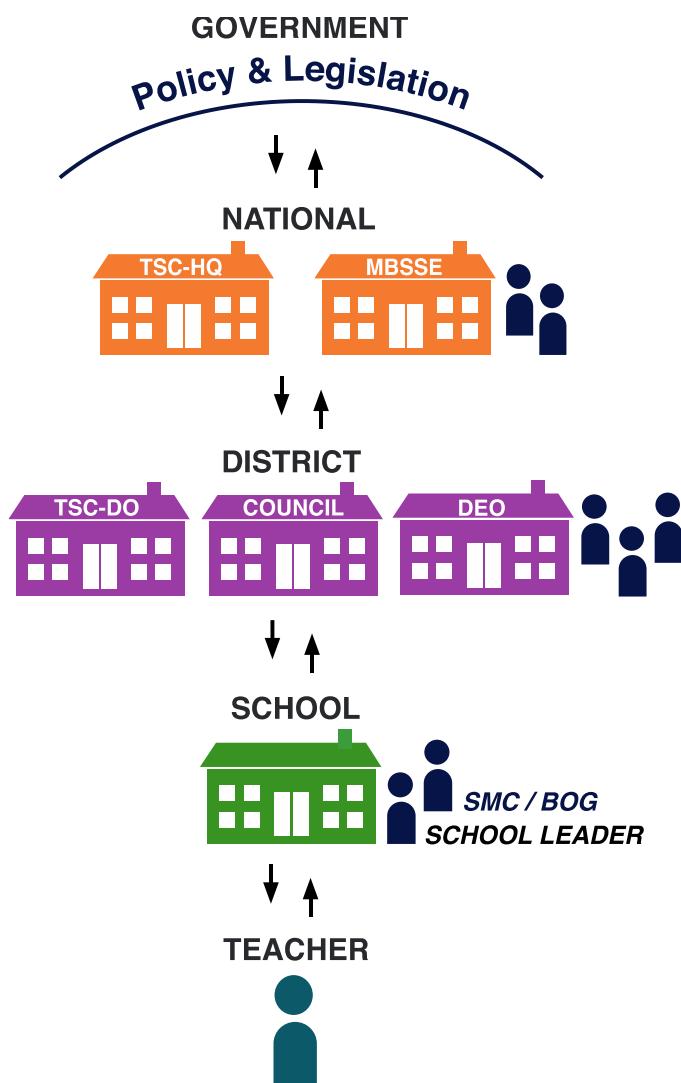
Check links on the internet on performance appraisal and the personal development plan. Some of the sites are informative and useful.



Introduction

6.2.1 Introduction to Performance Appraisal

Performance appraisal is a systematic way of monitoring the standard of job performance against concrete and relevant performance indicators. It is widely used in all types of sectors and organisations to ensure employee job performance matches the goals of the sector, organisation and unit where they work.



Performance appraisal can help school authorities and school leaders ensure teachers perform tasks effectively and meet expected professional standards of quality teaching. This is an essential element of school management and a criterium for the school's success and its accountability to parents and society.

When information about the performance of a large section of teachers are summarised and reported it helps the TSC and MBSSE appraise the overall performance of the teaching workforce and enables decisions on interventions, such as teacher education, continuous professional development or improvements in management and teaching resources.

Performance Appraisals, however, should not just be a function of managerial control. It should also be a means of promoting interest in teaching, job satisfaction, career aspirations and a desire to learn and develop. It thus has two dimensions which must be treated equally: managerial oversight of performance and motivation to aspire, learn and develop.

The Personal Development Plan provides teacher's with an opportunity, in dialogue with their supervisor, to set performance targets in areas where improvement is desired, determine needed Continuous Professional Development (CPD), express career aspirations and point to issues concerning the teacher's work-related wellbeing and job satisfaction.

Performance indicators can be based on tasks specified in the teachers' job description or the competencies defined in the *Professional Standards for Teachers and School Leaders*.

Performance Appraisal is an important tool for focusing school leader and teacher attention on performance and improving performance in schools. More specifically it is used for:

- Determining areas where improvements in performance are needed
- Determining teacher learning needs and agreeing on continuous professional development
- Taking decisions on promotion

- Outlining a consistent career path for the teacher
- Stimulating professional and academic engagements
- Identifying areas for improvements in job satisfaction and well-being.

When conducting performance appraisals, it should be acknowledged that this is a sensitive process. It will only work if the appraisee is treated with respect and empathy, and confident what they say remains confidential. Those who conduct appraisals need to have good listening skills and an attitude of professionalism, fairness and objectivity.

6.2.2 Roles and Responsibilities

TSC: Monitors overall teacher performance and manages performance appraisal through the Teacher Professional Development & Performance Department.

Schools: School leaders manage teacher performance in the schools, and – as the immediate supervisor – implement the performance appraisal and development interviews.

Panel: A panel including a TSC-DO representative, the SMC or BoG, and a peer selected by the appraisee is established for performance appraisal in order to ensure transparency, fairness and objectivity.



Rules

6.2.3 Performance Appraisal Rules

- Teacher performance appraisal is conducted annually, starting with completion of the Personal Development Plan at the beginning of the school year and concluding with assessment of results and a Performance Appraisal at the end of the school year. Halfway through the school year there is a mid-term appraisal of the Personal Development Plan.

- Each teacher is assigned a supervisor, usually the school leader, who carries out the performance appraisal through dialogue with the teacher and through observation and scrutiny of the teacher's performance and performance results.
- In order to ensure fairness, transparency and objectivity, a panel is established for a school or a cluster of schools. The panel oversees and approves the performance appraisal process.
- Performance appraisals are sensitive and should be completely confidential regarding personal information about the teacher and the results of the appraisal



Processes

6.2.4 The Personal Development Plan

The appraisal of a teacher's performance is initiated at the start of each school year by agreeing on 3-4 results to be achieved by the teacher during the semester in connection with work assignments. These may be based on a review of their Personal Development Plan and Performance Appraisal from the previous year. Agreed results are included in a Personal Development Plan and may address aspects such as:

- The teacher's need to improve performance in identified areas of work.
- The need to develop competencies for promotion and career.
- New or expanded job requirements.

The Personal Development Plan is based on confidential dialogue between the teacher and the teacher's immediate supervisor. The immediate supervisor will usually be the school leader or deputy/vice school leader. In large schools, a senior teacher may be assigned with the task.

The Personal Development Plan cannot capture all needs for improvement. These must be prioritised in the Plan. However, a teacher will be expected to try to enhance performance in all areas where the appraisal identifies a need.

It is important to be aware that in many cases performance can be improved or developed without costly training through:

- More effective ways of working
- Better materials, tools and work environment to support quality teaching
- Improved school leadership.

Nevertheless, the Personal Development Plan is the main tool for recording needs and wishes for CPD. These may partly be based on the previous year's performance appraisal but may equally be based on the teacher's own wish to develop his or her competencies. CPD does not automatically mean more costly training. It may equally be fulfilled through:

- Mentoring and guidance
- Self-directed learning through on-line and other sources
- Team-learning and training organised within the school using the school's own competency resource base.

The Personal Development Plan provides a good opportunity to discuss and initiate such alternative solutions.

The dialogue between teacher and supervisor is also a good opportunity to discuss the teacher's **career aspirations** and wishes for personal development. This can become the foundation of a systematic career development plan to be realised over time.

It is also essential during this dialogue to discuss the **wellbeing and job satisfaction** of the teacher and to discuss and initiate means of improvement. This can be supplemented by occasional job satisfaction surveys.

At the beginning of each second semester the supervisor should conduct a mid-term review of the teacher's progress in achieving the planned objectives and determine possible ways to ensure they will be met by the end of the school year.

At the end of the semester, the teacher should conduct a self-assessment of his or her Personal Development Plan followed by a joint review with the supervisor.

The above considerations of improvements to teaching, CPD, career aspirations, wellbeing and job satisfaction points to the importance of continuity in performance appraisal. Each annual appraisal is followed up during the next appraisal.

Sample table of the Personal Development Plan. See [forms](#).

PERFORMANCE APPRAISAL of teachers in Sierra Leone's teaching service						
Personal Development Plan						
A	Performance targets determined at the beginning of the school year (September) with due reference to the Performance Appraisal of the previous school year					
	Work assignment to enhance performance	Expected result	Timeline	Teacher's Self-Assessment (end-school year)		
1.				Supervisor's Assessment (end-school year)		
2.						
3.						
4.						
B	Continuous Professional Development (CPD) agreed at the beginning of the school year					
	CPD to enhance performance (incl. self-directed learning)	Provider, venue, certification	Teacher's Self-Assessment (end school year)	Supervisor's Assessment (end school year)		
1.						
2.						
3.						
C	The teacher's career aspirations and wishes to develop academically or in management					
	Aspirations		Assessment (end school year)			
D	Note on the teacher's wellbeing and job-satisfaction					
	Wellbeing and job satisfaction	Proposed improvements	Assessment (end school year)			
E	Review of progress halfway through the school year, possible adjustments, follow up action, and additional CPD					
	<i>In case of major changes complete a new form.</i>					

6.2.5 Performance Appraisal

Please refer to *Teacher Performance Management Plan for Sierra Leone, Dr. Simone Doctors, 2018.*

SYSTEM UNDER DEVELOPMENT



Best Practice

6.2.6 How to set criteria for performance

The Personal Develop Plan should include:

- Indicators: by which to determine the results
- Opportunities: in the workplace and daily work for implementing improvement and learning
- Threats: that may stand in the way and how they may be handled.

It is important to formulate good indicators. Traditionally, indicators are expected to be SMART:

S for Specific (concrete, understandable, clear)

M for Measurable (measure by quality, quantity, etc., should be easy to obtain information)

A for Achievable (realistic to achieve but at the same time challenging)

R for Relevant (make sense in the world of schools and teaching, be of common usage there)

T for Timebound (within a realistic timeframe and a clear deadline)

Fundamentally, a good indicator should be simple and straightforward. It should be relevant to the teacher's job and the teaching profession. It should be easy to check it and checking it should not be associated with any major cost. It should be challenging to encourage personal growth, but also realistic for the teacher to achieve it within the given time, which must be agreed upon.

Example:

During the coming year, the teacher will apply learner-orientated participatory teaching methods (detail to be specified during initial meeting with supervisor).

Result: Pupils acquire a deeper understanding of the subject and become more critical and independent. They also develop confidence to present and ability for teamwork.

Indicator: Better overall results in internal tests; pupils do their homework without fail and with fewer corrections by the teacher; pupils are happy to work in groups and confident in presenting at the whiteboard; pupils demonstrate interest in learning more (all this must be specified on the basis of a baseline and measurable and concrete improvements).

An indicator may be quantitative or qualitative. Qualitative indicators may be based on the *Professional Standards for Teachers and School Leaders*.

It is essential that the school provides sufficient opportunities for teachers to implement their Personal Performance Plan and achieve the agreed objectives. Otherwise there is a risk that efforts will be wasted amid day-to-day work.

6.3 Motivation

 Introduction	6.3.1 Introduction to Motivation
 Best Practice	6.3.2 How to motivate teachers for high performance
 Who should read and why	All school leaders to understand how to motivate teachers.
 More information	<p>Most books on organisation, leadership, management and learning and development have chapters on Motivation, which is a science in its own right.</p> <p>The reader is encouraged to explore the subject, as this is important in the context of performance, including the performance achievements of teachers.</p>

 Introduction
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6.3.1 Introduction to Motivation

High teacher performance is not just about competencies. It is as much about being motivated to teach school children, excel as a teacher, develop teaching competencies and be part of the school team.

Salary and benefits are motivating factors and are subject to negotiation between government, employer and employee representatives, such as the SLTU. However, there are other tools available for motivating teachers, which can be applied directly on an everyday basis by TSC, school authorities and school leaders to promote high teacher performance in schools.



Best Practice

6.3.2 How to motivate teachers for high performance

Motivation is a wide field and has become a discipline in its own right within the fields of organisational development, management and learning. The following provides a few simple and easily applicable guidelines which can be applied by school authorities and school leaders to motivate teachers for high performance within the school environment.

- Make teachers aware of the importance of their work
 - to the development of the country and the future of schoolchildren – be concrete and specific
 - do not apply slogan-like phrases that the teachers already know and have heard many times before.
- Always be fair and unbiased and avoid any kind of favouritism.
 - Bias, lack of equality and favouritism in the workplace act as poison to engagement, team-work and motivation
- Reward excellent performance, initiative, and creativity.
 - by showing appreciation, interest and encouragement.
- Delegate responsibilities to individuals and teams
 - In order to promote independence, confidence, commitment and a sense of responsibility
- Always take a constructive stance.
 - Do not overdo criticism of not-so-good performance and never reproach a teacher in public or in front of the students. Invite the teacher to the office and suggest improvement in a friendly, constructive manner.
- Ensure a good work-climate and work environment
 - at the school and make a real effort to achieve it. Details are available elsewhere in this manual.
- Provide support and guidance
 - to teachers both professionally and personally.
- Care about teacher wellbeing and job-satisfaction
 - and address deficiencies by initiating improvements.
- Encourage initiative and creativity
 - in teaching which make the work fun for both teachers and pupils while enhancing effective learning at the same time.

- Promote teamwork

amongst teachers. This gives social fulfilment and at the same time enhances the quality of teaching, school planning, extracurricular activities, etc. Teamwork may comprise common school planning, extra-curricular activities, community orientated activities or engaging pupils in assignments across subjects.

- Stimulate professional development

Through encouraging subject interest; organising academic events; providing links and access to self-studies, literature and newsletters; providing opportunities for research and academic pursuits like writing articles and engaging in newsletters; facilitating learning and development and participation in conferences; and allocating space for and encouraging participation in professional associations, communities of practice, and in other ways.

- Organise social events

at the school to promote a sense of belonging to a family. This might include sports events, dance, music and theatre performances, events with parents, celebrations, etc.

PART 7: Teacher – Employer Relations & Teacher Welfare



7.1 Teacher - Employer Relations

	Introduction
	7.1.1 Introduction to teacher – employer relations
	7.1.2 Who is responsible
	Rules
	7.1.3 Conditions of work

7.1.4 Grievance and appeal

7.1.5 Legal proceedings



Processes

7.1.6 How to join the Sierra Leone Teachers' Union

7.1.7 The procedure for grievance and appeal (*under development*)



Who should read and why

All **teachers** and **school leaders** to understand the importance and elements of teacher – employer relations.



More information

Where can School Leaders and Teachers get information on their rights

- TSC, www.tsc.gov.sl, Department of Teacher-Employer Relations
- <https://grm.tsc.gov.sl> (grievances and appeal)

The following institutions would be able to provide additional information:

- Sierra Leone Teachers' Union (SLTU)
- Sierra Leone Labour Congress (SLLC)
- Ministry of Labour

TSC Department of Teacher-Employer Relations is developing systems and processes for complaints and grievances. Comprehensive guidelines will be published soon. Please refer to the *Grievance/Dispute Settlement Mechanism (TSC, 2020)*.



Introduction

7.1.1 Introduction to teacher - employer relations

Employee - employer relations is concerned with the relationship between employees and their employers. It covers the rights and responsibilities of employers and employees, including:

- The terms and conditions offered by employers to their employees

- The organisations which represent employers and employees respectively and look after their interests
- The laws, acts, regulations and legal institutions that govern the relationship
- The mechanisms of communication between employers and employees and their representatives
- Negotiations on employment terms and conditions and other issues
- Grievances and rights of appeal.

In Sierra Leone's teaching service, teachers, school leaders, and school administrators are all employees while MBSSE, TSC, district authorities, and school proprietors are employers, with the Government as the overarching employer. Universities and TTCs operate separately using a different system.

Employer-employee relations within the teaching service adhere to Sierra Leone's current labour laws and other relevant legislation.

School leaders, SMC's and BoG's carry out some of the duties of employers as part of their regular HR responsibilities.

Teachers are represented by Sierra Leone Teachers' Union (SLTU) while the Trade Group Negotiation Council (TGNC) serves as a forum for negotiations between employers and employees in the teaching service. School leaders are represented by the National Council of Head Teachers (NACOHT) and Conference of Principals of Secondary Schools (CPSS).

Traditionally, employees and their representatives negotiate for the best possible conditions in terms of salary, working hours, leave, etc. while the employer has an interest in cutting costs and maximising work efficiency.

In modern HR this conflict of interest is considered old-fashioned. Best practice now is to focus on common interests, i.e. a business thrives when its employees thrive and vice versa. If employees are motivated and committed, they will achieve more and the organisation will

benefit, which again encourages the organisation to look after its employees, creating a positive circle of common interests and healthy cooperation.

This also applies to the teaching service where teachers and their employers share a common interest in the successful achievements of school children.

Terms and conditions associated with employer relations in the teaching service are wide ranging including wages, working hours, leave, benefits, pension, grievances, legal rights, etc. It could even incorporate matters such as smoking on school grounds and use of internet in the workplace.

7.1.2 Who is responsible

- TSC, the Teacher-Employer Relations Department: Responsible for teacher-employer relations from an HR perspective.
- Sierra Leone Teachers' Union (SLTU): represents the interests of teachers and negotiates on their behalf.
- Trade Group Negotiation Council (TGNC): Includes all key stakeholders in teacher affairs and is a key negotiating body.
- Legal Aid Board: Provides legal aid for the poor.
- Ombudsman: An autonomous body with the power to deal with complaints relating to employee-employer relations.
- National Council of Head Teachers (NACOHT).
- Conference of Principals of Secondary Schools (CPSS).



Rules

7.1.3 Conditions of work

- The TSC must provide favourable working terms and conditions for teachers and ensure their entitlements, rights and privileges are maintained in accordance with agreements made through the Trade Group Negotiation Council.

- Remuneration for teachers is provided according to the teaching profession grades. The lowest grade is 5 and the highest is 11. The grade of a teacher is determined by the teacher's position, education, and years of service. Remuneration increases with intervals and is subject to negotiation between the representatives of employers and employees.
- Working hours are 28-32 periods in a week. A period or lesson is 40 minutes. This is equal to 21 hours per week or 4-5 hours per day. A teacher must stay in school from 08:00 to 14:00 even if the teacher does not teach all the time. The equivalent applies to shift schools, which operate from 08:00 to 13:00 and 13:00 to 18:00.
- The retirement age for teachers is 60 years. Early retirement is 55 years with reduced pension. Dispensation can be given under special circumstances. *For further details go to [Retirement](#) in Part 2 of the manual.*
- Benefits and allowances for teachers are currently under review.

7.1.4 Grievance and Appeal

TSC Department of Teacher-Employer Relations is developing systems and processes for complaints and grievances. Comprehensive guidelines will be published soon. Please refer to the *Grievance/Dispute Settlement Mechanism (TSC, 2020)*.

- The TSC shall establish an appeals tribunal, develop procedures of appeal and review justification for dismissal.
- Teachers shall have the right to appeal against a decision to be removed from the register and payroll within a stipulated time frame.
- Grievance and appeal can be addressed by contacting <https://grm.tsc.gov.sl>

7.1.5 Legal Proceedings

- A teacher may apply to the TSC for legal assistance if a civil suit is instituted against the teacher for an action or omission related to the discharge of the teacher's official duty.
- The TSC requires an application for legal assistance shall be submitted together with a report prepared by the DD of the respective TSC-DO with details of the case against the teacher.

- The TSC shall assess whether the subject of litigation falls within its mandate and assess associated risks involved.
- If appropriate, the TSC may take steps to settle the matter out of court, rather than provide legal assistance.
- The TSC shall seek (free) legal assistance from the Attorney-General; and consult with the Attorney General and the Ministry of Finance on use of public funds to settle damages or costs awarded against a teacher in civil proceedings.
- The TSC as employer shall not be involved in any way in legal proceedings where a teacher is charged with a criminal offence.
- The TSC as employer shall not be involved in any proceedings relating to private litigation unconnected to the official position or duty of a teacher.
- The TSC may decline to provide legal assistance or to meet the costs of a legal procedure, if it judges the action of the teacher is in breach of policy, regulations, rules or the Code of Conduct.
- Teachers may also contact SLTU for assistance and guidance.



Processes

7.1.6 How to join the Sierra Leone Teachers' Union

- Anyone who is regularly and actively engaged as a teacher, school leader or lecturer in public or private educational institutions is eligible for membership of the SLTU, including teachers on study leave, retired teachers and anyone associated with teaching who wishes to be a member.
- The SLTU has offices at national, regional, district/zone and branch level, and is represented at schools by a teacher. Official representatives are selected by the SLTU's National Executive Committee. Most representatives are volunteers.
- Prospective members are required to complete a membership form and submit it to their nearest SLTU office/representative. Members must register using their full name, ID number and other details.
- The National Executive Committee has the power to reject or cancel any individual membership whose professional conduct is considered to be unsatisfactory.

- A person declared ineligible by the National Executive Committee remains ineligible until the National Executive Committee decides to admit or re-admit the person as a member. This does not interfere with his/her rights.
- To be a member and enjoy the benefits/ privileges of the Union, the individual must pay their subscription fee and fulfil conditions and obligations.

7.1.7 The procedure for grievance and appeal

The Grievance/Dispute Settlement Mechanism is under development. Until then, it is recommended grievances/disputes are received, registered and processed in the following ways:

- At school level, teachers can make verbal complaints to the school leader or the SLTU school representative.
- Teachers can make a written complaint to the appropriate authority depending on the seriousness or complexity of the issue.
- TSC can be addressed directly on <https://grm.tsc.gov.sl>
- Toll-free lines are provided at TSC District Offices
- The existing Ministry of Education 4060 toll-free line provides an opportunity for complaints from any mobile network in the country free of charge.

7.2 Equal Opportunities



Introduction

- 7.2.1 The Importance of Equal Opportunities
- 7.2.2 Who is responsible



Rules

- 7.2.3 Equal Opportunity Rules



Processes

Processes are under development



Best Practice

- 7.2.4 How to uphold equal opportunities in schools
- 7.2.5 How to deal with discrimination



Who should read and why

All teachers and school leaders to understand the importance of equal opportunities and how to promote equal opportunities in the teaching service.



More information

- TSC, www.tsc.gov.sl, Department of Teacher-Employer Relations



Introduction

7.2.1 The Importance of Equal Opportunities

An important part of HR is to ensure that all job applicants and employees have equal rights and opportunities. HR decisions and processes must be fair and unbiased, based on objective

and measurable criteria. There should not be direct or indirect discrimination against anyone in the school environment. This is a hallmark of the education sector and its numerous schools which set the example for the future. Adhering to the principle of equality in all facets of life is a part of being educated.

The principles of equality and equal opportunities (EO) in the school system applies to gender, age, marital status, disability, and social and cultural factors.

In HR practice in the teaching service the principle of equal opportunities specifically applies to:

- Recruitment of teachers
- Participation in professional development
- Opportunities for study leave
- Promotion
- Acquiring senior and leadership positions.

It also applies in the daily interaction between employees in the teaching service. When employees feel equal, respect one another and are given equal opportunities in their jobs, the work environment tends to be conducive for employees to utilise their talents fully, participate in teamwork, be creative and innovative and be more engaged, demonstrating a high standard of teaching.

In schools it is the responsibility of the education authorities and school leaders to ensure equality in the workplace and equal rights and opportunities for teachers and students. This is part of the success criteria of the school system.

In the teaching service in Sierra Leone, gender imbalance among teachers and pupils remains a major concern. There are far fewer female teachers than male, girl pupils perform less well than boys, and instances of harassment persist. However, there has been significant improvement in the numbers of girls attending school.

Equal opportunities also apply to teachers and pupils with disabilities. It is important that people with disabilities who have an aptitude for teaching are encouraged to become teachers and that teacher training colleges and schools offer adequate facilities supported by regulation and investment for both teachers and pupils.

7.2.2 Who is responsible

Institutions with a responsibility for upholding employee equal opportunities in public and private organisations can provide information on relevant regulations. These include:

- TSC, Department of Teacher-Employer Relations
- Sierra Leone Teachers' Union (SLTU)
- Sierra Leone Labour Congress (SLLC)
- Ministry of Labour
- Ministry of Social Welfare, Gender and Children's Affairs
- National Commission for Persons with Disabilities
- Ministry of Basic and Senior Secondary Education (MBSSE)
- Human Rights Commission
- Ombudsman.



Rules

7.2.3 Equal Opportunity Rules

- The teaching service is mandated by law to uphold equal rights and opportunities for teachers and school leaders.
- The TSC is committed to a recruitment policy and HR management that ensures equal and inclusive employment and career opportunities in the teaching service.
- The TSC shall prohibit discrimination against teachers in all aspects of employment.
- The TSC shall prohibit discrimination based on gender, age, disability, marital status, social and cultural factors and any other category protected by the laws of Sierra Leone.
- Teachers with disabilities can teach in any school of their choice provided they fulfil the usual requirements.

- Qualified female and male teachers can teach in any school provided they fulfil the usual requirements.



Best Practice

7.2.4 How to uphold Equal Opportunities in schools

- Ensure all teachers/students have equal access to opportunities and participation.
- Ensure policies and procedures do not discriminate against anyone.
- Ensure all HR practices are merit-based, transparent in execution, unaffected by personal biases or favouritism, fair, and based on objective criteria.
- Apply the above principle in recruitment, deployment, promotion, selection for professional development, study leave, all forms of benefits, and managerial and leadership appointments, and all other areas of HR.
- Organise sensitisation workshops and meetings for teachers on EO.
- Promote the publication of articles and cases on EO in the media.
- Organise conferences and seminars on the subject.
- Perform drama and jingles on the EO theme.
- Ensure strict adherence to and oversight of the Code of Conduct.
- Apply inclusive and participatory teaching methods in schools to involve all.
- Organise all-inclusive sport activities in schools that consider teachers and pupils with disabilities.
- Engage teachers and pupils with disabilities in school activities and responsibilities.
- Ensure facilities are available in all schools for teachers and students with disabilities, such as ramps, special toilets, etc.
- Ensure learning materials do not discriminate against anyone and are adapted where necessary, e.g. large print or audio tape format.

7.2.5 How to deal with discrimination

If you are discriminated against – or you witness discrimination against another – because of gender, age, social status, cultural factors, marital status, disability, or for any other reason, you are encouraged to report it.

There are three reporting options depending on the severity of the discrimination and/or the option you are most comfortable with:

- Report to SMC/BoG
- Report to TSC-DO
- Report to TSC-HQ via the TSC website www.grm.tsc.gov.sl

It is preferable to report the incident in writing and, if possible, provide documentation. The TSC guarantees confidentiality.

For minor instances of discrimination such as verbal discriminatory language you may wish to handle the matter informally through the school leader, provided the school leader is not involved and you trust him or her.

7.3 Occupational Health & Safety



Introduction

7.3.1 The Importance of Occupational Health and Safety

7.3.2 Who is responsible



Rules

7.3.3 Information on acts, rules and regulations on Health and Safety



Processes

Processes are under development



Best Practice

7.3.4 How to secure health and safety in schools

7.3.5 How to act in case of an accident in school

7.3.6 How to manage stress

7.3.7 How to report poor OHS



Who should read and why

All teachers and **school leaders** to understand the importance of occupational health and safety, their roles, and how to act.



More information

Information on Occupational Health and Safety for teachers can be obtained at:

www.tsc.gov.sl TSC, Department of Teacher-Employer Relations:

For other sources of information see the overview of institutions.



Introduction

7.3.1 The Importance of Occupational Health and Safety

The school hosts pupils and teachers, both of whom spend a large part of their day in the school environment. The school environment must be a healthy and safe place to be for all.

According to the Teaching Service Commission Act, the TSC is responsible for the wellbeing of teachers.

An important part of wellbeing is to ensure existing Occupational Health and Safety (OHS) regulations are appropriately adopted, health and safety measures are implemented in the work environment, and teachers take care of their own health and safety, and that of the pupils, to enable them to thrive in their jobs and perform to a high standard.

Health and safety hazards in the school environment may include:

- Lack of hygiene and WASH facilities
- Chalk dust from using blackboards
- Bad electricity wiring and installations
- Lack of fire extinguishers and accessible fire-escapes
- Lack of first aid kit and sick bay for accidents or health emergencies
- Lack of health facilities
- Poor disposal of refuse
- Lack of canteen facilities – food in the open
- Unsafe playing grounds
- Lack of fencing to prevent intrusion, including dangerous animals such as snakes and scorpions.
- Mosquito infestations (even small pools of water are a breeding ground)
- Toxic materials stored incorrectly or used without protective precautions
- Unsafe building structures and arrangements
- Sitting and standing positions causing back and shoulder tension
- Overcrowded and noisy classrooms
- Bad ventilation
- Lack of ramps, toilet facilities and other arrangements for disabled teachers and pupils

- Air and other forms of pollution, including smoke from cars and cigarettes
- Poor accessibility and lack of zebra crossings
- Slippery floors.

Lawmakers, those responsible for school construction and facilities, school inspectors, supervisors, education and school boards and committees, school leaders and the teachers all have a role to play in ensuring health and safety in schools for both teachers and pupils. It is a cross-cutting area between HR represented by the TSC and TSC-DOs and other professional disciplines, such as school supervision and quality assessment represented by the MBSSE and DEOs.

It is therefore important for school authorities at all levels to work together on OHS and have regular and clear systems in place for checks and monitoring. Besides the risk of personal costs of inadequate health and safety precautions, there are serious legal implications in case of accidents and work-related health issues.

7.3.2 Who is responsible

Department of Teacher-Employer Relations, TSC:

- oversees OHS policy and regulations, labour laws and other legal OHS instruments applying to teachers and ensures they are formulated, available, updated and implemented.

The MBSSE:

- the MBSSE Inspectorate and DEO-DD, inspectors and supervisors ensure OHE regulations and standards are adhered to in all schools across the country and report back on deficiencies.

Schools, school leaders, SMC/BoG and other local players:

- ensure OHS regulations and standards are adequate and adhered to on a daily basis, and report to the DEO/TSC-DO immediately if this is not the case. They should also record cases in their regular school reports and in connection with school supervision.

Other institutions with responsibilities of Occupational Health & Safety include:

- SLTU
- SL Labour Congress
- Ministry of Labour
- Ministry of Health and Sanitation
- Ministry of Social Welfare (gender and children affairs)
- Teachers' associations
- Municipal and Local Councils
- Standards Bureau
- Consumer Protection Agency.



Rules

7.3.3 Information on acts, rules and regulations on Health and Safety

Information on acts, rules and regulations on Occupational Health and Safety in school is available in:

- Psychological Training Manuals produced by MBSSE on Health and Safety
- SL Labour Congress Manual in Health and Safety in the Workplace
- Labour laws on occupational health and safety
- Local council laws on occupational health and safety

There may be other sources of information and it is important for school authorities and schools to keep updated.



Best Practice

7.3.4 How to secure health and safety in schools

IT IS IMPORTANT TO APPLY the MBSSE's procedures, manuals and checklists.

- (These should be issued by the MBSSE and made available at all schools at all times. Request copies from MBSSE)

OHS from an HR perspective for school leaders who report to MBSSE/DEOs or TSC/TSC DOs if anything to report:

- Develop, maintain and update an emergency plan for the school in case of fire, flooding, hurricanes or other disasters.
- Ensure school leaders and selected staff are trained in first aid and every school has a complete first aid kit with instructions.
- Replace blackboards with whiteboards.
- Ensure smoke-detectors, fire-extinguishers and fire-exits are placed in the school according to Sierra Leone safety-regulations.
- Ensure staff are fire trained.
- According to safety regulations, regularly check smoke detectors work and fire-exits are open and passable.
- Ensure driveways for fire-vehicles and ambulances are passable and in a good state.
- Keep chemicals and toxic materials in a locked store.
- Ensure crowding in the classrooms doesn't prevent pupils from leaving safely in case of emergency.
- Test the school grounds and premises for broken glass, razor blades, sharp stones, nails and other objects that may harm teachers and children.
- Ensure playgrounds follow safety standards.
- Ensure classrooms are well ventilated and illuminated.
- Ensure the school has access to health facilities and phone numbers of accessible medical doctors, health clinics and hospitals.
- Ensure WASH facilities adhere to standards and are in good working order; enforce handwashing.
- Ensure food is prepared and consumed following the best hygienic practices.
- Ensure the school has ramps, toilets and other facilities required by teachers and pupils with disabilities.
- Ensure schools are fenced.

- Ensure proper disposal refuse.
- Do not burn toxic waste like plastics within the school premises
- Ensure regular cleaning and fumigation.
- If tiled, ensure floors are covered in the correct floor tiles that are not slippery and dangerous, particularly when wet.

7.3.5 How to act in case of an accident in school

- Follow prevailing national and district manuals, regulations, guidance and manuals.
 - (MBSSE must ensure that these and other necessary information is available at all schools at all times)
- Have a plan and phone/contact numbers accessible in the school office, preferably on the wall.
- Always have a complete first aid kit available at the school and staff trained in first aid.
- If minor accident, apply first aid.
- If major accident, apply first aid, call the ambulance and refer to a hospital or health centre.
- Inform parents or care giver for pupils.
- Inform spouse and family members for teachers.
- In case of a serious accident, ensure to inform TSC, NASSIT, Office of National Security and the Ministry of Labour after the event.

7.3.6 How to manage stress

There is an increased focus on work-related stress in HR in almost all occupations across the world. This also applies to teachers and school leaders who are under pressure from politicians and parents to ensure excellent and competitive results, who work under challenging circumstances, and whose responsibilities often go beyond teaching in the classroom.

In Sierra Leone, teachers face added challenges of overcrowding in the classroom; lack of facilities, materials and tools; and HR processes still under improvement.

There is a considerable literature on the subject of work-related stress and advice can also be found online. The teaching service may organise conferences, seminars and training on this topic which should be included in school leader training and mentoring programmes.

Sierra Leonean school leaders and others during a focus group session gave the following simple, general, good advice to manage stress:

- Try to maintain a good work-life balance. The TSC, SMC/BoG and school must enable this.
- Keep a tidy and orderly classroom.
- Plan your time. Prepare realistic weekly and daily plans for tasks, including timing and stick to it.
- Do one task at a time; do not think of the 4-5 other tasks you need to do later.
- Keep meetings short and focussed. Keep to the planned end time of the meeting.
- Receive mentoring and coaching by a trusted senior or peer if you need to adjust your work methods.
- Confide with a trusted colleague or guidance counsellor when you face challenges
- Keep fit, eat healthy food and exercise regularly.
- Nurture a good social life.
- Nurture positive thoughts. Turn your negatives to positives.
- Practice prayer, mindfulness, meditation, breathing exercises.

7.3.7 How to report poor OHS

- Follow procedures in the Code of Conduct.
- If you observe a lack in OHS precautions in a school inform the school leader and make sure the SMC/BoG are informed. Follow MBSSE and TSC directives.
- The school leader should write a brief report/letter describing the deficiency. If they don't, write it yourself.
- Submit the report to the DEO-DD with copy to TSC-DO-DD.
- If a visit by the DEO school supervisors is immediately forthcoming, report to the supervisor who will take appropriate action.

- The DEO-DD submits their report to the MBSSE Inspectorate with copy to TSC-HQ, Department of Teacher-Employer Relations.
- The DEO and the TSC-DO check action is taken promptly and immediately.

7.4 Code of Conduct and Ethics

The TSC's Code of Conduct ensures a commitment to high standard of ethics and behaviour in the school environment as well as the abolishment and restraining of and action against misconduct, harassment, bullying, discrimination, favouritism, breaches of regulations and illegal behaviour.

The Code of Conduct should be read, signed, adhered to and referred to in its entirety by all teachers, school leaders, member of school and education committees and others working in the primary and secondary school sector. It is available at www.tsc.gov.sl.

7.5 Work Environment

	Introduction
	7.5.1 The Importance of a Good Work Environment 7.5.2 Who is responsible
	Rules
	7.5.3 Work Environment Rules
	Processes
	<i>Processes are under development</i>
	Best Practice
	7.5.4 How to promote a good physical work environment 7.5.5 How to promote a good psychological work climate 7.5.6 How to protect the natural environment in schools
	Who should read and why
	All teachers and school leaders to understand the importance of a good work environment, their role and how to promote it.
	More information

	Introduction
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7.5.1 The Importance of a Good Work Environment

The work environment for teachers relates to the conduciveness of the physical and psychological environment at the schools where teachers work and develop professionally. The work environment has a direct impact on the quality of teaching and the capacity to retain teachers.

School environments, especially in larger schools in urban areas, can be noisy and crammed, which can impact on a teacher's wellbeing and performance. Like in any other organisation, schools may also face various forms of leadership and interpersonal tensions. Some teachers, especially new teachers, may not be comfortable in front of a class or may be intimidated by bullies amongst the pupils. It may also be stressful for teachers to teach subjects they are not comfortable with. Finally, instances of peer bullying or harassment in the work environment may cause fear or anxiety.

It is important for the performance and wellbeing of teachers and pupils that the school environment is orderly, clean, and conveniently planned and arranged, and that it is healthy and safe. There should be WASH and hygiene facilities and green outdoor spaces, and adequate space should be allocated for teachers to meet one another, relax between classes and prepare lessons or correct pupil's assignments. For pupils, there must be playgrounds and spaces for socialising between classes.

In the age of climate change with numerous threats to the natural environment, including severe pollution from production, waste and plastic, it is essential that schools educating the country's future citizens are at the forefront of environmental protection. School leaders must adopt measures to protect the environment in and around schools and involve teachers and pupils actively in the process. By starting in and around schools, practices can become the norm in all spheres of human activity.

The responsibility of ensuring a conducive work environment rests largely with those who design, construct and furnish the school, and, once in use, school leaders, SMC / BoGs and the authorities who quality assure, inspect and supervise the conditions and running of the school.

7.5.2 Who is responsible

MBSSE/School proprietors: Overall responsibility for design, construction and lay out of schools, and for quality assurance, supervision and inspection once operational.

TSC:	Responsible for providing guidelines for the physical and psychological work environment in schools and for checking standards.
School Leader:	Responsible for organising and maintaining a conducive work climate at the school
SMC/BoG:	Oversees the work climate and environment at the school.



Rules

7.5.3 Work Environment Rules

Physical

- The school environment including classrooms, teacher rooms, and indoor and outdoor spaces must be adequate for the number of teachers and pupils according to the best standards.
- The school environment must be well planned and laid out, attractive to work and learn in, properly maintained, clean and hygienic.

Psychological

- School leaders must ensure a good work climate and the wellbeing of teachers through best-practice school management.
- Teachers must be offered guidance and supervision in their practice of teaching to ensure they feel confident.
- Teachers must be offered support when they face serious difficulties in their personal life.

Environmental

- Every school must follow the highest standards in environmental protection and avoid polluting the environment (such as burning of toxic plastic waste).
- Teachers and pupils alike must be taught how to protect the environment and avoid pollution.



Best Practice

7.5.4 How to promote a good physical work environment

A conducive work environment can have a major impact on the performance of both teachers and pupils in schools. The following guidelines are easy to follow, but can make a big difference.

- Keep the work environment healthy and safe by following the rules and guidance provided in [Occupational Health and Safety](#).
- Overall make the school an attractive place that stimulates work and wellbeing.
- Ensure classrooms are spacious and match the number of students, are clean and orderly, and have good light and ventilation.
- Maintain buildings, facilities, appliances, etc. in a good state and carry out repairs and improvements immediately when necessary.
- Maintain outdoor areas in the school including play and sports grounds. Plant trees and other plants and arrange for green outdoor spaces at the school premises.
- Remove waste of any kind that you come across immediately. Ensure waste disposal facilities.
- Provide teachers with a common room to spend their time between classes and space for individual work like correcting pupils' homework.
- Provide pupils with separate spaces to work and socialise.
- Clean the school premises daily and organise regular major clean ups. Engage pupils in this activity.
- Make the school a non-smoking environment. If necessary, provide an outdoor area for smokers.

7.5.5 How to promote a good psychological work climate

The psychological work environment is not as easy to observe as the physical environment and is often forgotten. Yet it is equally as important in promoting teaching of a high quality. Some

general guidelines follow. For in-depth and detailed information see literature on organisation and management.

- Promote a work climate of professionalism, objectivity, sincerity, trust, mutual respect, and mutual support. This may start with the school leader as a model of good behaviour.
- Encourage more experienced teachers to guide the less experienced without the latter fearing reproach or ridicule, for instance, if they need to ask questions.
- Be fair and impartial in all matters. Favouritism, prejudices and unfairness act as poison to a good work climate.
- Make the teachers work as a team or more teams in the case of large schools. For example, organise pupil projects across subjects and classes, common projects among teachers to improve teaching or school upkeep, common meetings and social events, etc.
- Maintain a high order of integrity and ethics in the school. Adhere strictly to the Code of Conduct.
- Allow no form of bullying or harassment in the school environment.
- Facilitate opportunities for learning, training, development and academic pursuits.
- Organise social events at the school to promote a sense of community.

7.5.6 How to protect the natural environment in schools

Environmental protection is a matter of global concern and is high on government agendas. Schools are a good place to start educating people about the environment. When you teach children how to protect the natural environment and actively involve them in creating a greener and cleaner school environment, they teach their parents and the wider community. Discuss the following suggestions in the classroom and add your own suggestions to the list.

- Clean and tidy the school and classrooms every day.
- Organise at least one monthly day for thorough cleaning of the school premises, offices, classrooms, sportsgrounds, etc.
- Plant trees, bushes, flowers and vegetables around the school and create green spaces.

- Organise school excursions to forests, animal sanctuaries, companies working with environmentally friendly solutions, and other relevant places.
- Ensure rubbish bins are available at the school in places where they are needed, and dispose of rubbish in an environmentally friendly manner. DO NOT burn it. Burning waste releases toxic fumes into the environment which can cause health problems.
- Do not burn toxic plastic or other materials. It releases toxic fumes into the environment which can cause health problems. Dispose of it as guided by district authorities.
- Do not leave motor vehicles running when they are not moving. Ensure school vehicles are appropriately serviced and maintained.
- Engage school leaders, teachers and pupils in community projects to improve the environment.
- Reduce water wastage.
- Save electricity and use energy-efficient light bulbs.

Annexes

Annex 1: Job Description for Teacher and School Leader

Job Description of a Teacher

Positions: Teacher, Senior Teacher, Head of Department

Grades: 5-9 (for details see the attached table)

Place of work: School assigned by the Teaching Service Commission (TSC)

Reports to: School Leader

1. Purpose of the Job

- Ensure high quality of teaching in all subjects taught
- Pupils are motivated to learn
- Pupils do well at exams
- Older pupils begin to orientate themselves towards a career
- Conducive team-spirit, climate and learning environment at the school

2. Tasks

Teaching tasks

- Teaches the current national subject curriculum
 - Secondary schools: specializes in 2-3 subjects
- Prepares lesson notes
- Organises and prepares learning tools and materials
- Facilitates group work, assignments and projects
- Assesses and marks pupils' assignments
- Conducts, assesses and marks tests and exams
- Prepares register, diary and record card
- Acts as class teacher (primary schools)
- Engages in interclass activities, projects, quizzes, etc.

Managerial and administrative tasks

- Participates in school strategy development and planning

- Prepares term plans, calendar and duty roster
- Registers attendance and keeps time-books
- Supervises school upkeep activities

Extra-curricular activities

- Engages in sports, excursions, etc.
- Participates in social activities in the community as appropriate
- Engages in debates, media events, community learning programs, etc.
- Contributes to the school newsletter and other media and communication tasks.

Tasks that may be assigned to a teacher

- Supervises new teacher and TTC students during their practice at the school
- Counsels pupils in a) education and career, b) personal issues
- Teaches and pays special attention to pupils with physical and learning disabilities
- Acts as Form Teacher (secondary schools), i.e. looks after the classrooms
- Acts as Head of Department (secondary schools)

3. Learning and Development

- Keeps up to date with the national curriculum and subjects
- Participates in relevant continuous professional development
- Is a member of relevant professional associations, receives relevant newsletters, etc.
- Engages in academic pursuits in subjects, writes articles, contributes to newsletters, etc.

4. Special demands of the job

- Noisy and crowded classrooms with bad ventilation
- Occasionally manages conflict in the classroom

5. Competencies

Knowledge, understanding and mastery of

- Educational issues, policies, statistics, and socioeconomics
- The current national school curriculum

- Speciality subjects and updates on the subjects
- *The Professional Standards for Teachers and School Leaders*
- Didactics and pedagogics
- The *Code of Conduct*
- Basic research methodology
- Health, safety and environment protection in schools
- IT as a medium for teaching and as a subject

Skills in:

- Semester and lesson planning
- Application of teaching methods, including learner-orientated and participatory methods
- How to conduct exams and tests
- Assessment of exams, tests and assignments
- Classroom management
- Conflict management
- Counselling of pupils
- Different types of sports

Aptitude

- Committed to education in Sierra Leone
- Likes teaching children and young people
- Team-player and constructive in outlook
- Punctual and well organized
- Integrity and adherence to Code of Conduct
- Able to manage stress

6. Qualifications

- Experience as required for the position and grade
- Teacher Certificate (TC)
- Higher Teacher Certificate – Primary (HTC-primary)
- Higher Teacher Certificate – Secondary (HTC-secondary)

- Degree in Education
- Degree + Post-graduate Diploma in Education

For details refer to the table below: Positions, Grades, and Requirements.

7. Professional Standards for Teachers

While all teachers to a large extend perform the same tasks, the *Professional Standards of Teachers* refer to the detailed standards and competencies of teaching and related work, i.e. the standards and competencies of professional knowledge, professional practice, and professional engagement subdivided into 19 standards and 189 sub-standards for each of four stages on the career path based on the level of responsibility, the ability to work independently, the capacity to guide other teachers, the social engagement with the community, etc.

New Teacher

The *New Teacher* has the same fundamental responsibilities and tasks as more experienced teachers. But he/she lacks practical experience and requires mentoring and supervision. But new teachers also add value to the schools in which they teach. They help to introduce the latest knowledge and teaching methods which they have acquired at the TTCs. They can also be expected to bring IT, internet, digital and mobile know-how to the school and can support school leaders and older teachers in this area.

Proficient Teacher

The *Proficient Teacher* can be expected to master the curriculum and subjects and teach to a high standard, engage the learners, plan semesters and calendars of events effectively, prepare lessons well, manage the classroom, and interact and cooperate professionally with peer teachers. The proficient teacher has developed ownership to the school and therefore looks well after the school environment. He or she contributes to a good work and learning climate and takes responsibility for his or her own learning and development. The proficient teacher engages actively in extra-curricular activities and begins to interact with the parents.

- 5 years' experience as teacher.
- 50 credits of professional development

Highly Accomplished Teacher

The Highly Accomplished Teachers has all the same qualities as the proficient teachers. But the Highly Accomplished Teacher has acquired considerable seniority and therefore has a special role in guiding, mentoring, and supporting other more junior teachers. The Highly Accomplished Teachers additional competencies may be summarised as:

- 10 years teaching experience
- 100 credits of professional development
- Has a profound mastery of curriculum and subjects
- Applies best practices in teaching and is a role model for other teachers
- Improves the quality of teaching and learning in the school
- Supervises extra-curricular activities including sports and excursions
- Mentors new teachers and students during their practice
- Has a profound grasp of the *professional standards for teachers* and guides other teachers.
- Demonstrates excellent competencies in mentoring and in learner orientated and participatory teaching methods.

Distinguished teacher

The Distinguished Teacher has a special role in ensuring high academic standards in the school and ensuring the quality and relevance of teaching materials. He/she has the same qualities as a Highly Accomplished Teacher, but in addition the following:

- 15 years' experience as a teacher
- 150 credits of professional development
- Head of academic functions at the school
- Develops and compiles original teaching materials
- Oversees the school's academic engagements, writes articles, newsletters, etc.
- Participates in, and occasionally leads, professional forums, associations, communities of practice, etc.

For further details refer to the *Professional Standards for Teachers and School Leaders*, TSC, 2017.

Job Description of a School Leader

Positions: *Primary:* Deputy Head Teacher; Head Teacher;

Secondary: Vice-Principal; Principal

Grades: 8-11 (for details see the attached table)

Place of work: School assigned by MBSSE

Reports to: SMC/BOD, TSC, MBSSE, TSC-DO, DEO (depending on the type of reporting)

1. Purpose of the Job

- Effective school strategic and detailed planning
- School budgets and financial administration meet the stipulated standards
- The school is overall well-managed
- Satisfactory pupil achievements
- Good teamwork, teachers express job satisfaction
- Teaching at the school is of a high standard

2. Tasks

Core Managerial tasks

- Head of administration
- Prepares, signs and submit school budgets, approves activities and financial spending
- Prepares semester plans and calendars and allocates teachers to classes
- Checks and registers teacher attendance
- Ensures that up to date curriculum is taught at the school
- Supervises tests and examinations
- Supervises CAR (Continuous Assessment Records) and pupil Progress Reports
- Manages learning materials, supplies, facilities, maintenance, procurements, etc.
- Oversees sports and other extra-curricular activities

People Management

- Is responsible for all HR tasks and processes at the school in liaison with the TSC-DO and HQ
- Organises work and delegates tasks at the school

- Promotes a good work climate, teamwork and job satisfaction amongst teachers
- Ensures the overall welfare, health and safety of teachers and pupils
- Monitors the probation period of new teachers
- Ensures teachers' learning and development
- Monitors and appraises teacher performance
- Engages the school and its teachers in learning and development activities

Social tasks

- Liaison between school and MBSSE, TCS, local education institutions and other stakeholders
- Liaison between school and the community
- Represents the school at meetings, workshops, conferences, etc.
- Acts as secretary to the SMC/BOG
- Attends the conferences of school leaders

3. Learning & development

- Participates in relevant school leadership training
- Engages in self-directed learning
- Participates in relevant professional associations and forums

4. Special demands of the job

- Pressure from politicians, community and parents
- Manages a constrained school budget
- Work can be periodically stressful

5. Competencies

Knowledge

- *Same as for teachers, in addition:*
- Regulations, procedures and practices pertaining to school management, teacher HR management, administration, finance and budgeting,
- *Professional Standards for School Leaders*
- Performance management and -appraisal

Skills

- *Same as for teachers, in addition:*
- Leadership and organization
- Teambuilding, -leading and motivation
- Problem solving and conflict resolution
- Communication and media

Aptitude

- Well-organised
- Results-orientated
- Integrity and high standards of ethics
- Human attitude and empathy towards teachers, pupils and community

6. Qualifications

- 8-10 years' experience as a teacher
- Higher Teacher Certificate – Primary (HTC-primary)
- Higher Teacher Certificate – Secondary (HTC-secondary)
- Degree in Education
- Degree + Post-graduate Diploma in Education

7. Professional Standards for School Leaders

A school leader is expected to aim at excellence in leadership and school management and develop the associated competencies. These are described in detail in the *Professional Standards for Teachers and School Leaders*, TSC, 2017.

Teachers and School Leaders: Positions, Salary Grades and Requirements

POSITION	SALARY GRADE	EDUCATION	EXPERIENCE
Principal Secondary School	11	Degree in Education; Degree + Diploma in Education	Min. 8 years
Vice-Principal Secondary School	10	HTC-Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
Head-Teacher Primary School	10	HTC-Primary/Secondary; Degree in Education; Degree + Diploma in Education	Min 8 years
Deputy Head Teacher Primary School	9	HTC-Primary/Secondary; Degree in Education; Degree + Diploma in Education	Min. 8 years
Senior Teacher Secondary School	9	HTC Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years
Senior Teacher Primary School	7	HTC-Secondary; Degree in Education; Degree + Diploma in Education	Min. 4-5 years
Teacher Secondary School	8	Degree in Education; Degree+ Diploma in Education	
Teacher Secondary School	7	HTC-Secondary	
Teacher Primary School	7	HTC-Primary	
Teacher	6	TC;	
Teacher	5	TCL (Lower); Arabic Certificate	

Annex 2: FORMS



Forms & Letters

Recruitment

- APPOINTMENT LETTER (TBA)
- SAMPLE RECRUITMENT SCORE CHART
- ENTRY FORM (TBA)
- EMPLOYMENT ACCEPTANCE FORM (TBA)

Probation

- SCHOOL LEADER'S PROBATION REPORT/LETTER (TBA)
- LETTER OF CONFIRMATION (TBA)

Promotion

- PROMOTION LETTER (TBA)
- SAMPLE PROMOTION SCORE CHART
- TEACHER PROMOTION APPLICATION FORM (2 pages)

Leave

- STUDY LEAVE APPLICATION FORM (TBA)
- MATERNITY LEAVE REQUEST (TBA)

Transfer

- TRANSFER APPLICATION
- RELEASE LETTER
- LETTER OF TRANSFER
- EXIT REPORT

Separation

- SAMPLE LETTER OF RESIGNATION (TBA)

Licensing & Registration

- LICENSING & REGISTRATION FORM (2 pages)

Continuous Professional Development

- CPD APPLICATION FORM (TBA)
- CPD ATTENDANCE FORM (TBA)
- EVALUATION FORM (TBA)
- INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (TBA)

Performance Appraisal

- PERSONAL DEVELOPMENT PLAN (TBA)
- PERFORMANCE APPRAISAL FORM

(TBA) = Form to be added

APPOINTMENT LETTER (TBA)

SAMPLE RECRUITMENT SCORE CHART

	Essential Competencies	5	4	3	2	1	Comments
1	Relevant Subject knowledge, incl. current curriculum						
2	Knowledge of didactics, pedagogic theory & practice						
3	Teaching skills including learner orientation, management of classroom and composite classes						
4	Attendance in Continuous Professional Development						
5	Oral and writing skills						
6	Team and social skills						
7	Understanding of needs of disabled learners						
8	Aptitude for engaging in extra-curricular activities, e.g. sports, excursions, camps, etc.						
9	Being punctual, orderly and well-organised						
10	Motivated, interested and a good learner						
11	Integrity, conduct and ethics <i>Must be scored 4 or 5 to be recruited</i>						
12	Evidence of communication skills and ability to engage with the community						
13	IT and internet skills						
14	Leadership skills, incl. planning and time management, supervising teachers, interacting professionally, etc.						
	(Minimum qualifications are compulsory) Qualifications						
	Teaching experience						
	Professional development						
	Other relevant experience						

Candidates ability to meet the criteria must be evidence based and documented, either through the interview or through documentation supplied by the candidate.

Adapted from Armstrong, 2005, p. 501

rating scale:

- 5 Excellent
- 4 Good
- 3 Fair
- 2 Limited
- 1 None

NOTE: This is a sample form based on best practice and may be used by School Leaders, and SMC and BoG members during recruitment.

ENTRY FORM (TBA)

EMPLOYMENT ACCEPTANCE FORM (TBA)

SCHOOL LEADER'S PROBATION REPORT/LETTER (TBA)

LETTER OF CONFIRMATION (TBA)

PROMOTION LETTER (TBA)

SAMPLE PROMOTION SCORE CHART

	Criteria for Promotion	5	4	3	2	1	Comments & detailing
1.	Seniority and experience						
2.	Records of attendance & punctuality						
3.	Academic & professional qualifications						
4.	Successful participation in CPD Recorded in Teacher's Portfolio						
5.	Demonstrated managerial and supervisory skills						
6.	Demonstrated knowledge						
7.	Demonstrated teaching skills						
8.	Engagement in extra-curricular activities						
9.	Engagement with parents & community						
10.	Adherence to Code of Conduct						
11.	Special contribution of excellence to teaching profession, society or school						
General comments and rational for promotion:							
School Leader: date and signature				TSC date and signature			

Adapted from Armstrong, 2005, p. 501

A major breach of Code of Conduct will automatically bar promotion for the next 3 years

rating scale:

5 Outstanding (distinguished teacher)

4 Highly accomplished

3 Proficient

2 Developing

1 Improvable

NOTE: This is a sample form based on best practice and may be used by School Leaders, and SMC and BoG members to assess teachers for promotion.

**TEACHER PROMOTION APPLICATION FORM 1/2**

Instructions to applicants: 1. Please complete all sections of the Form. 2. Please include the following in your application
(a) Photocopies of National ID Card or passport or Voters ID; (b) certified copies of all academic qualifications and testimonials from WASSEC or equivalent through to the most recent.

CAUTION: It is an offence to falsely or fraudulently claim to be a registered teacher, submit false or misleading information, make false misrepresentation to and/or knowingly mislead a member of staff of the TSC. Offenders will be prosecuted and will be liable to a fine or term of imprisonment.

Application for Promotion Type (please tick one): Competitive [] Non-Competitive []

APPLICANT DETAILS:				
1. MR/MRS/MS	SURNAME	MAIDEN NAME	FIRST/OTHER NAME(S)	
2. PIN CODE	3. SEX M/F	4. DATE OF BIRTH		
		Day	Month	Year
5. CONTACT ADDRESS		6. MOBILE NO. 1	MOBILE NO.2	
7. EMAIL ADDRESS				
EMPLOYMENT TERMS				
8. DATE OF APPOINTMENT		10. CURRENT POST		
9. CURRENT SITUATION		11. CURRENT GRADE		
12. CURRENT RESPONSIBILITIES (teaching and administrative)				
13. EDUCATION AND QUALIFICATIONS (starting with the most recent)				
DATE FROM - TO	NAME OF INSTITUTION	QUALIFICATION AWARDED	QUALIFICATION DATE	SUBJECTS STUDIED
14. NON-QUALIFICATION EDUCATION				
Please provide details of non-qualification educational work, including community service.				
DATE FROM - TO	NAME AND SUMMARY OF PROGRAMME	YOUR ROLE AND ACHIEVEMENTS		



Sierra Leone Teaching Service Commission (TSC)

7 Priscilla Street, Freetown

"Better Teachers, Stronger Nation"



TEACHER PROMOTION APPLICATION FORM cont'd 2/2

15. PROMOTION APPLICATION *Briefly state your teaching experience.*

16. RECENT COURSES *Briefly state recent courses attended (dates/title/duration)*

17. Please explain how your teaching has evolved (style, pedagogy, approach) since first appointment and how you can contribute to the teaching profession.

18. CERTIFICATION

DATE:

APPLICANT NAME (PRINT)

SIGNED

The particulars provided in this Form are correct to the best of my information and knowledge.

RECOMMENDATION (Designated Officer)

NAME OF OFFICER / AGENT			
ADDRESS OF OFFICER /AGENT			
DATE		SIGNATURE	

FOR USE BY TSC ONLY

TSC-DO
Vacancy Approved by TSC: YES [] NO [] DATE:
Vacancy Advertised: YES [] NO [] WHERE:
Shortlisting & Interview Confirmed by:
Application Decision:
TSC-HQ
Outcome Recorded:
Pin Code confirmed:
Approved Grade:

STUDY LEAVE APPLICATION FORM (TBP)

MATERNITY LEAVE REQUEST (TBA)

**Sierra Leone Teaching Service Commission (TSC)**

7 Priscilla Street, Freetown

www.tsc.gov.sl; teachers@tsc.gov.sl*"Better Teachers, Stronger Nation"***APPLICATION FOR TRANSFER****Part A – Completion Notes:**

- (a) To be completed by a teacher applying for the transfer or by the School Head or District Head when the transfer is being initiated by school/district
- (b) All relevant sections of this Form must be completed in full
- (c) Applications should be submitted through the School Head for recommendation.
- (d) A teacher shall move from one station to another, only on receipt of a letter of transfer from the Commission (TSC-HQ/TSC-DO) and a release letter from the School Head.

Part B – The Application

(a) Surname Mr./Mrs./Ms. Maiden Name _____	(f) Length of Stay in District: (Town, Chiefdom, District, and Region) _____
(b) First Name or Other Names: _____	(g) Present Job Role (Administrative): _____
(c) Teaching Subjects: _____	(h) School, School Reference Number to which Transfer is Requested: _____
(d) Current Location (School & School Reference No): _____	(i) Proposed Date of Transfer: _____
(e) District: _____	(j) Reason(s) for Transfer: _____
Signature of Teacher: _____	Date: _____

When the transfer is initiated by the TSC, an official of the Commission should sign here:

Signature of TSC Official (Head of Department): _____ Date: _____

Approval by School: Signature of School Head _____ Date: _____	Approval by District Head (Transfer Out) from which teacher is being transferred: Signature of District Head _____ Date: _____
School Head's Recommendation: _____ _____ _____	District Head's Recommendation: _____ _____ _____
Approval by District Head (Transfer In) to which teacher is being transferred (if a different district from the one in which teacher is currently stationed) Signature of District Head _____ Date: _____	On the signature of the District Head(s) the approved Form should be forwarded to the TSC Headquarters for updating its Records.

EXAMPLE RELEASE LETTER

Date: _____

Teacher Pin Code: _____

Address and Contact Details: _____

RE: Transfer Service

Dear (Teacher)

Following your transfer of service to _____
You are hereby released from the service of our school with effect from (DATE)

On behalf of the school, I wish to take this opportunity to thank you for your contribution.

SIGNED: _____

School Head

Copy to TSC District Director

EXAMPLE LETTER OF TRANSFER

Date: _____

Teacher Pin Code: _____

Address and Contact Details: _____

SEND VIA School Head (Name and Reference No of School)

Contact Details of School: _____

Re. Transfer of Service

Dear (Teacher)

Following your application for transfer of service to _____
the Commission has agreed to your request and you will be transferred with effect from
_____.

Transfer of service documents will be processed and submitted to your new employer in due course.

On behalf of the Commission, I wish to take this opportunity to thank you for the services you rendered and wish you the best in your new role.

SIGNED: _____

For Secretary (Teaching Service Commission)

TRANSFER OF A TEACHER: EXIT REPORT

PART A:	
NAME OF SCHOOL:	SCHOOL REF NUMBER:
SCHOOL ADDRESS AND CONTACT DETAILS:	
<u>Addressed to:</u> The Secretary, Teaching Service Commission, 7 Priscilla Street, Freetown.	<u>Notes:</u> <ol style="list-style-type: none"> 1. This report shall be completed and submitted within 48 hours of a teacher leaving the employment of a school. 2. On completion, this Form should be distributed as follows: <ol style="list-style-type: none"> a. ORIGINAL to TSC-HQ b. Copy to Head TSC-DO c. Copy in school 3. This Form can only be completed by the School Head or Deputy School Head.

PART B – The Exit Report	
Name of Teacher:	Teaching Commencement Date:
TSC / Pin Code	Administrative Position Held:
Teacher Status (Permanent or Contract)	Last Teaching Date:
Grade:	Any Outstanding Issue with the teacher:
Subjects Taught:	Reason for Exit: <small>E.g. Resignation, Termination, Absence, Desertion, Sickness, on Transfer (specify next institution), Leave (type – study, maternity, special, etc.)</small>

School Head / Deputy School Head Name:	Official Stamp:
Signature:	
Telephone No:	
Email Address:	

SAMPLE LETTER OF RESIGNATION (TBA)



TEACHERS REGISTRATION AND LICENSING FORM 1/2

1. FIRST NAME		SURNAME		MIDDLE NAME(S)
2. PREVIOUS NAMES (IF NAME CHANGED INCLUDING DATE)				
3. DATE OF BIRTH		4. PLACE OF BIRTH		
Day	Month	Year		
5. DISTRICT		6. DISTRICT COUNCIL		
7. SEX	8. NATIONAL ID/NASSIT ID NO		9. NATIONALITY	10. MARITAL STATUS
11. CURRENT OFFICE ADDRESS			12. PERMANENT ADDRESS	
13. TELEPHONE NO			14. EMAIL	
15. EDUCATIONAL INSTITUTIONS ATTENDED			16. DATES FROM:	TO:
14. LANGUAGES				
SPOKEN		WRITTEN		SPOKEN AND WRITTEN
15. PRESENT EMPLOYMENT			IMMEDIATE EMPLOYMENT	
NAME OF EMPLOYER				
ADDRESS				
DISTRICT COUNCIL				
CATEGORY/LEVEL				
SALARY GRADE LEVEL				
DATE OF EMPLOYMENT				
NATURE OF DUTIES				

16. WORKING/TEACHING EXPERIENCE				
INSTITUTIONS	NO OF YEARS	DATES	SUBJECTS TAUGHT	ADMINISTRATIVE/OTHER RESPONSIBILITIES
PRIMARY				
SECONDARY				
TERTIARY				
MINISTRY/OTHERS				



TEACHERS REGISTRATION AND LICENSING FORM cont'd...2/2

17. ANY OTHER INFORMATION			
HOBBIES:			
PHYSICAL DISABILITY:			
18. ATTESTATION OF APPLICANT			
I attest that: (name of teacher)			
Is a teacher/staff in my institution (name of institution)			
NAME		CATEGORY/LEVEL:	
SIGNATURE		DATE:	

NB: Attestation must be by head of department or by a public officer not less than salary distinguished teacher for self-employed applicants.

FOR OFFICIAL USE ONLY

REGISTRATION No. (Pin Code).	CATEGORY
DATE OF REGISTRATION	PROBATION/INTERNSHIP
PERMANENT	CONTRACT
SUSPENDED	DISMISSED
PENDING	REABSORBED
OTHER ACTIONS(SPECIFY	

EXPLANATORY NOTES (on the form)

CATEGORY OF TEACHERS

A= Distinguished Teachers: - Ph.D. In Education or Ph.D. in other fields plus Education

B= Highly Accomplished Teachers: - Master's Degree In Education or Master's degree in other fields plus Education.

C= Proficient Teachers: - B.Ed. or Bachelor's degree plus Education (PGDE or its equivalent)

D= New Teachers: - Higher Teacher Certificate, Teachers Certificate

DOCUMENTS TO BE ATTACHED TO COMPLETED FORM

- Three passport size photographs
- Photocopy of certificates quoted in form
- Photocopy of birth certificate or statutory declaration of age
- Original bank teller used to purchase the form
- Photocopy of ED form, or
- An upload of all the above if completed online.

OTHER INFORMATION

- Completed form should be returned to the center of purchase or any Teaching Service Commission (TSC) office in Sierra Leone.
- All inquiries should be sent to the Chair of the Teaching Service Commission in Sierra Leone.

CPD APPLICATION FORM (TBA)

CPD ATTENDANCE FORM (TBA)

EVALUATION FORM (TBA)

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (TBA)

PERSONAL DEVELOPMENT PLAN (TBA)

SAMPLE PERFORMANCE APPRAISAL FORM

Personal Development Plan				
A	Performance targets determined at the beginning of the school year (September) with due reference to the Performance Appraisal of the previous school year			
	Work assignment to enhance performance	Expected result	Timeline	Teacher's Self-Assessment (end-school year)
1.				Supervisor's Assessment (end-school year)
2.				
3.				
4.				
B	Continuous Professional Development (CPD) agreed at the beginning of the school year			
	CPD to enhance performance (incl. self-directed learning)	Provider, venue, certification	Teacher's Self-Assessment (end school year)	Supervisor's Assessment (end school year)
1.				
2.				
3.				
C	The teacher's career aspirations and wishes to develop academically or in management			
	Aspirations	Assessment (end school year)		
D	Note on the teacher's wellbeing and job-satisfaction			
	Wellbeing and job satisfaction	Proposed improvements	Assessment (end school year)	
E	Review of progress halfway through the school year, possible adjustments, follow up action, and additional CPD			
	<i>In case of major changes complete a new form.</i>			

NOTE: This is a sample form based on best practice and may be used by School Leaders, and SMC and BoG members to assess teachers for promotion.

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