

SIERRA LEONE TEACHING SERVICE COMMISSION

PROFESSIONAL STANDARDS

For Teachers and School
Leaders in Sierra Leone



Government of Sierra Leone



PROFESSIONAL STANDARDS

FOR TEACHERS AND SCHOOL LEADERS IN SIERRA LEONE

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FOREWORD

The critical role of education in building a strong national workforce is acknowledged in major development agendas of the government of Sierra Leone—in both regular and emergency programme contexts—where provision has consistently been made to improve the quality of teachers and instructional processes.

Conscious of the centrality of teachers to the instructional process and the impact of quality teachers on student learning, the Government of the Republic of Sierra Leone established the Teaching Service Commission with responsibility to address all matters pertaining to teacher management and professional development. The Commission's legal framework is contained in the TSC Act of 2011.

There are high expectations of the Teaching Service Commission to reform the teaching profession and ensure equitable deployment of qualified teachers for the benefit of educationally underserved and disadvantaged communities. Improving primary school access is a recurrent theme in the government's agenda, articulated across major programmes and initiatives, including the Agenda for Prosperity, the President's Recovery Priorities, and, more recently, the Education Sector Plan, 2018–2020.

The Commission is proud to produce its maiden publication, *Professional Standards for Teachers and School Leaders*. This initiative is designed to restore hope and dignity to the teaching profession, allowing teachers an appreciation of the breadth of knowledge, skills and values that go to make a good teacher and what teachers must achieve to develop and grow as sound professionals in their career, with increasing pedagogical and social responsibilities reminiscent of an era in which teachers stood tall and proudly exclaimed, 'Call me Teacher'.

Through this initiative, implementation of the Standards will necessarily promote linkages with the key functional areas of curriculum and quality assurance in the Ministry of Education, Science and Technology, as well as with pre-service institutions, thereby maintaining the integrity of the system while moving forward with innovative reforms in teacher development.

The Commission remains indebted to the Global Partnership for Education (GPE), comprised of the World Bank, the EU, UNICEF and DfID, in particular the fund manager, the World Bank, who have provided the technical and operational support required to add value to the planning and implementation of the Commission's programme.

Our particular appreciation goes to the European Union through whose intervention the professional standards will not only guide teacher assessment but also provide the basis for promoting teachers' career development.

Staneala M. Beckley, PhD
Chair, Teaching Service Commission

ACKNOWLEDGEMENTS

This report is the culmination of several weeks of communication, background research, intensive planning, and consultations at national and regional levels. It is the product of a highly inclusive process in which the voices of a wide range of participants were heard and documented.

The Teaching Service Commission (TSC) is indebted to all those whose diverse contributions led to the production of the report. We would like to acknowledge the funding and technical support of the European Union in the development of the Professional Standards initiative. EU technical support to the TSC was provided by Dr. James Wile, who conceptualized the approach and provided oversight throughout the process. Professor Steve Nwokeocha, CEO of the African Federation of Teaching Regulatory Authorities (AFTRA), provided invaluable and unmatched global and African regional experience with bursts of energy that generated the right level of reflection and critical thinking required to move the process along and produce the results captured in this report. The TSC also recognizes the important role and contribution of the national consultant, Professor Joe Pemagbi, a seasoned educationist and former Sierra Leone representative to the United Nations, whose experience, insights, and diplomacy were brought to bear on the consultations and preparations for the national launch of the report.

The TSC would like to thank the national and district resource teams, including TSC Commissioners, for their active participation in the series of consultations. Their sharing of valuable experience—as teachers, head teachers and principals, retired educationists, local and international NGOs and agencies—offered sound contributions which were translated into content for the report.

The Parliamentary Oversight Committee on Education, through the Chair, the Honourable Mr. Leonard Fofanah (also Majority Leader), made it possible for the TSC and the Consultants to present the Standards initiative to the Oversight Committee in a session in Parliament. The TSC acknowledges and appreciates the strategic importance of engagement with the Oversight Committee.

Invaluable policy support was provided by the Ministry of Education, Science and Technology in launching the process and hosting a subsequent session for the benefit of the Inclusive Management Team, comprised of all heads of departments and units in the Ministry.

The Sierra Leone Teachers Union was an active partner in both national and district consultations and their critical role in addressing issues of quality teaching is gratefully acknowledged.

Sorie Ibrahim Turay
Secretary, Teaching Service Commission



**PARLIAMENTARY OVERSIGHT
COMMITTEE FOR EDUCATION**

Parliamentary Oversight Committee for Education

The Education Committee of the Parliament participated in the Professional Standards' development. Pictured in the centre is the Honourable Leonard Fofanah, Chair of the Education Committee and Majority Leader in the Parliament, flanked by some of his members, with TSC Chair and Professional Standards experts during the Professional Standards development process.



Education Committee of Parliament at the end of its session on Professional Standards for Teachers and School Leaders



MINISTERIAL TEAM

Ministerial Team

The Ministerial team that participated in the Professional Standards' development, led by the Deputy Minister II of the Ministry of Education, Science and Technology, Mr. James Kamara, with TSC Chair, Commissioners and experts of the Professional Standards.



NATIONAL STAKEHOLDERS GROUP

National stakeholders that superintended the development of the Professional Standards in Sierra Leone.

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1. James M. Kamara, Deputy Minister 2, Ministry of Education Science & Technology
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7. Professor Joe Pemagbi, National Facilitator of the Standards' development; former Dean, Faculty of Education, Njala University; Sierra Leone Permanent Representative at the United Nations.
8. Edison Sharkah, Inspector of Schools, Ministry of Education, Science & Technology, Bo
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27. Alpha D. Bangura, Deputy Director's Representative, Ministry of Education Science & Technology –Tonkolili
28. Beatrice Williams, Principal, The Beacon High School
29. Hector Randall, Clergy, Peninsular Ministries Network
30. Nabie M. Kamara, Director, Ministry of Education, Science & Technology
31. Martha Florence Moigula, Principal, Conference of Principals of Secondary Schools



NATIONAL RESOURCE GROUP

National Resource Group that developed the Professional Standards for Sierra Leone.

National Resource Group

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**Kenema District
Resource Group**

District Resource Groups

Selected districts also hosted the development of the Professional Standards and provided district-level inputs. The districts are Kenema, Bo, Bombali and Port Loko.

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**Bo District
Resource Group**

BO DISTRICT RESOURCE GROUP

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**Bombali District
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BOMBALI DISTRICT RESOURCE GROUP

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Bombali District sub-Group in action.



**Port Loko District
Resource Group**

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EXECUTIVE SUMMARY

The Professional Standards for Teachers and School Leaders in Sierra Leone was developed as part of the efforts of the Government to reposition teaching and learning in the country. The Teaching Service Commission was established by the Sierra Leone Teaching Service Commission Act 2011 to manage the teaching force of the nation and to imbue it with professionalism. This statutory requirement necessitated the development of Professional Standards that will be the fulcrum of all the relevant dimensions of teacher professionalism. The Teaching Service Commission therefore pursued the development of the Professional Standards with vigour in the second half of 2017. The project is financed by the European Union, culminating in a national launch of the document in November 2017.

The process of developing the standards was guided by both international and national best practices in policy development. It benefitted from the technical expertise of both international and national experts made available through the Service Contract 'Technical Assistance in Support of the Education Sector in Sierra Leone' financed by the European Union. The Education Committee of the Parliament and relevant stakeholders at the national and district levels in the education sector then mobilized to participate in the process in various capacities. Through several workshops, meetings, focus group discussions, and online and offline collaborations, the best quality of inputs were garnered and crystallized into this document.

Professional Standards are statements of competences that a teacher must have in knowledge, skills, ethics and values. Competences may be perceived and interpreted differently even by professionals themselves as they work towards a consensus about what matters most in professionalism. This is the reason why every profession must develop its own standards which represent the consensus reached by all stakeholders regarding what competences matter most and their interpretation. Therefore, the Professional Standards for Teachers and School Leaders in Sierra Leone is the consensus of all the critical stakeholders about what a teacher must know and put into practice and how a teacher must engage with all individuals and groups in the course of his or her work; it is also a consensus about what a school leader must know and put into practice as well as how to manage organizational resources and relate with all individuals, groups and the entire society.

The document is of two parts: Professional Standards for Teachers and Professional Standards for School Leaders. The former is further broken down into three domains, namely, Professional Knowledge, Professional Practice and Professional Engagement. Table 1 is a summary of the Professional Standards for Teachers and School Leaders.

TABLE 1

Summary of the professional standards for teachers

Domains	Number of Sub-Standards	Total
Chapter Two: Professional Knowledge		
Standard 1: Know and understand the international context and goals of education	6	49
Standard 2: Know the Sierra Leonean context and goals of education	7	
Standard 3: Know subject content	2	
Standard 4: Know how to teach the subject	16	
Standard 5: Know physical, socio-cultural and psychological characteristics of learners	9	
Standard 6: Know how to assess learners	5	
Standard 7: Know fundamentals of education governance and channels of communication	4	
Chapter Three: Professional Practice		
Standard 8: Plan learning activities and programmes	23	87
Standard 9: Deliver lessons	22	
Standard 10: Assess learning	17	
Standard 11: Participate in and supervise extra-curricular activities	19	
Standard 12: Safeguard human rights and lives	6	
Chapter Four: Professional Engagement		
Standard 13: Engage professionally with statutory and administrative authorities	4	53
Standard 14: Engage professionally with learners	13	
Standard 15: Engage professionally with colleagues	7	
Standard 16: Engage professionally with parents and guardians	5	
Standard 17: Engage professionally with employers	3	
Standard 18: Engage professionally with society	10	
Standard 19: Engage professionally with own development and academic leadership	11	
Total of sub-standards for teachers		189

TABLE 2

Summary of the professional standards for school leaders

Chapter Five: Professional Standards for School Leaders	
Standard 1: Nurture self for leadership excellence	10
Standard 2: Lead professional knowledge	7
Standard 3: Lead professional practice	5
Standard 4: Lead professional engagement	6
Standard 5: Lead organizational management and transformation	21
Total of sub-standards for school leaders	49

Note: **Total of sub-standards for teachers and school leaders: 238**

As depicted in tables 1 and 2, there are **19** professional **standards** for teachers with **189 sub-standards**; and **5 standards** for school leaders with **49 sub-standards**. These make up **25 standards** and **238 sub-standards** for the entire document.

The Professional Standards have also created a career path for teachers, with stages of professional growth that every teacher must pass through in the course of his or her career. There are four stages in the path: New Teacher, Proficient Teacher, Highly Accomplished Teacher and Distinguished Teacher. These stages constitute a ladder that each teacher must climb. The stages are logical and systematized, implying increasing years of service and exposure to more complex professional responsibilities. Teachers are not allowed to jump any stage, and there are terms and conditions to qualify a teacher to move from one stage to the next. These stages are not civil service salary grade levels, rather they are professional statuses to be awarded by the Teaching Service Commission to all registered teachers after due assessment of their professional competences and services. Teachers are meant to carry their professional status along to any job they are assigned to perform, regardless of the level of the education system involved.

The implication of the career path is that for each of the **189 sub-standards** for teachers, the four stages on the career path have different competences prescribed. In other words, there are $189 \times 4 = 756$ boxes or codes of competences in this document. This makes this document very dynamic and highly sensitive to the level of professional development of a teacher. The implication is that teachers (old or new, hardworking or lethargic, etc.) can no longer be lumped together and treated as being of the same competence. The standards help discriminate in a positive sense to place teachers according to their actual abilities and performances. This will have far reaching implications for the rest of professional programmes and services in the education sector. For instance, teacher professional development must now be designed based on the competences identified by the Professional Standards and teachers must be grouped according to their stages in the career path, so that professional development programmes can target specific teachers for specific competences: Training programmes will no longer be 'one size fits all'. These and many more novelties are explained in this document and the changes introduced are bound to revolutionize the teaching profession in Sierra Leone.

Ultimately, the Professional Standards are for qualified and registered teachers. The Standards cannot be (and have not been) lowered to accommodate the unqualified teachers for whom the Government has to employ strategic planning and action to upgrade to become qualified or ease out of the school system (for those unable to progress further) over time.

Glossary

Authority – Power that is lawful and entitles an individual or body of individuals to give commands or issue instructions to others or to exercise other forms of control over affairs of an organization.

Career path – A set of stages of professional growth that all teachers must attain in the course of their careers.

Career stage – Status or point in the career path with specified professional growth and competences. There are four career stages for teachers in Sierra Leone: New Teacher, Proficient Teacher, Highly Accomplished Teacher and Distinguished Teacher.

Competence – Empirical (verifiable) capability to discharge responsibilities or roles attached to any career stage. It also means the performances expected of a teacher at a particular stage in the career path.

Curriculum – The comprehensive series of learning activities (both in-class and extra-curricular) designed for a particular programme or course.

Development (Professional) – Activities undertaken by a professional to enhance knowledge, skills, aptitudes, attitudes and general capabilities required for efficient and effective performance. In the teaching profession, this is depicted by pre-service teacher education, in-service teacher education and life-long learning.

Distinguished Teacher – The fourth and highest stage of professional growth on the teacher's career path.

Domains (of the Professional Standards) – These refer to the three key dimensions of the professional standards for teachers: professional knowledge, professional practice and professional engagement.

Education (Teacher) – Learning programme institutionalized to equip individuals with the requisite knowledge, skills and values to teach and/or lead instruction and manage educational institutions and affairs.

Educational technologies –These are electro-mechanical devices that facilitate the teaching-learning process.

Engagement (Professional) – A teacher’s network of relationships with learners, colleagues, school authority, community, government, and global society and the way these relationships are conducted for professional growth and development of the teacher and overall good of others and the world at large.

Ethics (Professional) – Beliefs about what is morally right or wrong as obtainable in any given professional group. They are the ‘dos’ and ‘don’ts’ of a profession and violations carry very strong reactions and sanctions.

Global change agent – The teacher as a human entity with the capacity to innovate and positively impact on the immediate environment and the world at large.

Highly Accomplished Teacher – The third stage of professional growth on the teacher’s career path.

Induction (Professional) – Formal programme for the admission and orientation of a New Teacher into the profession after meeting registration requirements.

Knowledge (Professional) – Capacity of the human intellect or brain to perceive, understand and internalize events within the environment and to retrieve such information for action.

Leadership (School) – Ability to accomplish tasks or goals through voluntary support and followership of others. Leadership is an interpersonal influence, and quality leadership is underlined by others voluntarily and enthusiastically being supportive rather than coerced. Leadership further entails giving visionary and imaginative strategic direction to a group and organization. Leadership contrasts with management which focuses on maintenance of ‘due processes’ and carrying out established functions. The leader often breaks bounds and takes audacious steps that revolutionize a system or practice.

Licensing (Teacher) – Legal permit granted a prior qualified and registered teacher to practice without let or hindrance for a stated period of time and which carries terms and conditions.

Management – Practice of carrying out relevant functions required for the survival and accomplishment of stated goals of an organization.

Mentor – A senior professional who helps to groom and professionally develop junior colleagues.

New Teacher – The first stage of professional growth on the teacher’s career path.

Pedagogy – Sum total of the knowledge, skills and values (based on sound theoretical knowledge) required for teaching and facilitation of learning.

Practice (Professional) – Relevant demonstrable acts expected of a teacher in the teaching-learning and extra-curricular processes.

Profession – A field of practice that has specialization, in-depth education and training, theoretical foundations, licensure, public good, public recognition, life-long commitment of members, and regulation of entry into the field and is regarded as esoteric by the un-initiated, among other features.

Professionalism – Quality or measure of being a profession or a professional.

Professionalization – Process of getting a field or vocation to become a profession.

Proficient Teacher – The second stage of professional growth on the teacher’s career path.

Qualification (Professional) – Set of competences (required to practice at a given level or career stage) obtained under the tutelage of a teacher education institution and which has a certificate awarded by the institution as evidence.

Registration (Teacher) – Entry of name of an individual on the *register of teachers* in exercise of powers conferred on the Sierra Leone Teaching Service Commission by law and which signifies that the individual has the qualification and has met other conditions to practice teaching in a professional capacity in Sierra Leone.

Regulation (of Teaching) – Controlling entry into and performances within the teaching profession to conform to national and international expectations and standards.

Skills (Professional) – Practical abilities demonstrable by a teacher in the course of the teaching-learning, extra-curricular and other professional activities.

Standards (Professional) – Statements of competences a teacher must have in knowledge, skills, ethics and values. It also means what a teacher must know and do and how a teacher must engage with learners, colleagues, parents, employers and other individuals and groups in the exercise of professional duties.

Teacher (Professional)–An individual who holds appropriate teacher qualification and is registered by the Sierra Leone Teaching Service Commission.

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CHAPTER ONE: INTRODUCTION

1.1 Power of the Teaching Service Commission to establish Professional Standards

Today, professions around the world are being underscored and strengthened through legislative instruments and laws. Such laws recognise the professions as specialised fields and establish authorities to regulate and control entry and performances within them. The teaching profession in Sierra Leone has benefitted from this global trend with the enactment of the Sierra Leone Teaching Service Commission (TSC) Act of 2011 which empowered the Commission to “consider all matters pertaining to teacher management and the improvement of the professional status and wellbeing of teachers” (Section 9.1 of the Act). Broadly, the roles of the TSC are:

- *Registration and licensing of teachers*
- *Teacher professional development and performance*
- *Teacher management – recruitment, re-placement, transfer, re-allocation, and promotion, and*
- *Teacher-employer relations, entailing, among others, conditions of service, discipline and code of professional ethics.*

The Act in section 9(2)(a-q) charged the TSC with the following functions:

- a) serve as an advisory body to the Minister on all matters pertaining to teachers;
- b) register and license all teachers;
- c) maintain and upgrade annually a register of all licensed teachers and publish the register in the Gazette;
- d) vet all teachers’ qualifications and determine their equivalence based on a qualifications framework;
- e) advise the Minister on the pre-service training of teachers;
- f) recruit, promote, post, transfer and dismiss teachers in Government and Government assisted schools;

- g) develop and review standards and codes of professional ethics for teachers;
- h) define the rights and obligations of teachers in relation to their employers and the management of the institutions where they serve;
- i) define the rights and obligations of school management in relation to their employees;
- j) discipline teachers in Government and Government-assisted schools in accordance with the provisions of the Code of Ethics for Teachers prescribed by it;
- k) serve as an advocate body for the improvement of the conditions of service of teachers in Government and Government-assisted schools including a reward scheme for teachers in service;
- l) recommend to the Minister programmes for training of non-professional teachers in service;
- m) organize regular induction and orientation programmes for newly licensed teachers;
- n) organize continuing professional development programmes for serving teachers;
- o) advise the Minister on measures for sanctioning schools which are in violation of laid-down standards for professional practice;
- p) appraise the performance of head teachers and principals in accordance with subsection (3) of section 35 of the Education Act, 2004; and
- q) perform such other functions as are incidental to the achievement of the object for which the Commission is established.

Deriving from the above is the power of the TSC to register and license teachers as well as establish professional standards for teachers and school leaders in Sierra Leone.

1.2 Other legal and policy frameworks of the Professional Standards in Sierra Leone

There is a preponderance of Sierra Leonean documents that decisively call for quality education for learners, which in turn imply that there must be professional standards established as the foundation for quality teaching and learning. For instance, the Constitution of Sierra Leone 1991 enshrined a directive principle that ensures equal rights and adequate educational opportunities for all citizens. The Constitution also provided that illiteracy shall be eradicated and quality education made available to citizens in the form of free adult literacy programmes; free and compulsory basic education; and free senior secondary education, as much as practicable. Accordingly, the *Education Sector Plan 2014-2018* states the following Mission and Vision of Education in the country:

- Mission: “We have a vision of an appropriately educated, entrepreneurial and innovative citizenry tolerant, productive and internationally competitive.”
- Vision: “To provide opportunities for children and adults to acquire knowledge and skills, as well as, nurture attitudes and values that help the nation grow and prosper.”

(Ministry of Education, Science and Technology, 2014:1)

The Education Sector Plan goes further to assert that teacher quality is critical for bringing about quality learning. Again, the National Curriculum Framework and Guidelines for Basic Education outlines key priorities and principles for basic education in Sierra Leone. Among these are cultivating talents and fulfilling aspirations, nurturing a problem-solving culture, promoting peace building and political stability, and addressing emerging issues, concerns and interests. With respect to cultivating talents and fulfilling aspirations, the Framework asserts that “Basic education should help to unleash the potential of successive generations, so they can fulfill their aspirations and contribute to national development.” (Ministry of Education, Science and Technology, 2015:13).

The foregoing are clear indications that Sierra Leone has a vision of a bright future where education shall serve as the springboard for the emergence of individuals who are world-class and embody the virtues and capabilities of the global citizens of the twenty-first century. Through such individuals, the Vision also anticipates a Sierra Leonean nation that shall have a place of pride in the comity of nations in terms of scientific and technological development, economic social and political advancement. Given these dreams and aspirations and their direct connection to education, the teacher who holds the key to educational quality is of paramount importance in national planning and development. Therefore, the establishment of the Professional Standards for Teachers and School Leaders is one of the first critical steps that must be taken to begin the journey towards excellence in educational delivery in the country.

1.3 Sierra Leone's Vision and Mission of Education

In developing the Professional Standards, the stakeholders defined a Vision and Mission of Education that is remarkable and which will have profound effect in the conceptualization of the Professional Standards for Teachers and School Leaders in Sierra Leone.

- **Vision:** *Education that is world-class and bequeaths posterity with well-rounded individuals who excel in intellectual, skills and moral, bestriding all fields of human endeavour, from arts to humanities, mathematics, science, technology and agriculture, among others not only in Sierra Leone but all over the world.*
- **Mission:** *To re-invent the Sierra Leonean education system through revolutionizing the quality and standards of teachers, access and equality of educational opportunities for all children, student-friendly schools and overall challenging educational goals so as to bring out the best in the students, teachers, school leaders, government and citizens.*

Inherent in the new Vision and Mission of Education statement is the need to re-define and reposition teaching as the mother of all other noble professions and “first among equals”; to restore the lost glory of the profession, and

demonstrate no longer in words alone but also in deeds, that teaching is the foundation of educational and national development. The Vision and Mission statement warrants audacious educational goals and professional standards for teachers and school leaders as well as strong political will to enforce and actualize it.

1.4 The Professional Standards as international best practices

It is now a globally acknowledged fact that teachers require standards to practice, in the same way that other professionals do – lawyers, medical doctors, engineers, and pharmacists. Standards give each profession the opportunity to have a shared understanding of the fundamentals of the job, common language or concepts to describe them, goals and targets that members can accomplish and the moral environment for the success of professional activities. A review of the literature conducted in the course of developing these standards has shown that many countries across all continents of the world including Africa have now either established or in the process of establishing standards for teachers and school leaders (Nwokeocha, 2017). Therefore, the development of these professional standards for teachers and school leaders in Sierra Leone has come at a critical moment in global history where there seems to be a race among the nations to use professional standards as a spring board to educational excellence.

1.5 Professional standards for teachers

The importance of standards in the teachers' job cannot be over-emphasized. Asia Society (2012:10) writes that "Teacher preparation programs should prepare teachers with the values, skills, and knowledge to not just keep abreast with the times but also be ahead of their time." It stressed that the role of teachers has changed over the centuries with countries setting more complex and challenging educational goals. In the new dispensation, teachers have become instructional leaders rather than robots who are programmed to perform technical functions alone. Accordingly, it stated, many countries are devolving more authority and freedom to schools on how to meet the education goals. These developments make it necessary for teachers to be full professionals skilled in critical and reflective thinking as well as with the ability to

manage complex and unstructured situations. This in turn means that teachers have to be the best in terms of intellect, morals and academic leaders who can earn public trust and the best way to achieve these is through establishing standards which constitute a nationally accepted framework for the independent practice of teachers as professionals.

1.6 Professional standards for school leaders

“High-performing principals are not just born, but can be made.”

(Linda Darling-Hammond cited in the Australian Institute for Teaching and School Leadership, 2015:1)

The school is a learning organization and the head teachers and the principals who take charge are themselves leaders. They are leaders because they are expected to know more than the rest in all aspects of professional calling (knowledge, practice and engagement) and have the qualities required for the management of organizations. Within schools are not just teachers, students, teaching and learning but also human and material resources that the head teachers and principals must manage to achieve organizational goals. Human resource management is a challenge for every organization because the organization has to account for the welfare and motivation of its workforce, and lead a participatory system. The activities and resources of organizations also have to be well planned and budgeted for in the context of resource constraints. Furthermore, as a social system, the school has to be linked effectively to a network of internal and external relationships with learners, teachers, parents, guardians, caregivers, communities, workers’ unions, professional associations, education ministries and agencies, and to international programmes and issues, among others. Such enormous involvements require that head teachers and principals should have uncommon expertise, a code of ethics and professional leadership standards that challenge their performance and help to ensure that the best hands and heads lead the schools. These are among the reasons why professional standards for school leaders are indispensable.

Writing about the Australian Standards for School leaders, the Australian Institute for Teaching and School Leadership (AITSL, 2015) asserts that the Standards articulate competences that make for “high-impact school” drawing on “effective leadership practice both locally and internationally and are informed by research into what makes great principals” (AITSL,

2015:4). According to AITSL, leadership standards articulate what the school leaders must know, understand and do in order to positively impact on student achievement at all levels, promote equity and excellence and create a sustainable learning environment. The AITSL makes a very important assertion that, “almost all successful leaders draw on the same repertoire of core leadership practices and behaviours, with some key personal qualities and capabilities explaining the significant variation in leadership effectiveness” (AITSL, 2015:4). This last point - that leadership standards consist of the same universal best practices in addition to the unique traits of the school leaders themselves – is a critical one.

Standards for school leaders are typically a blending of international best practices with local contexts and peculiarities and this blending is what the standards for school leaders in Sierra Leone have achieved. In a review of the literature of professional standards around the world, the Centre for Education Statistics and Evaluation, NSW Department of Education in Australia (2016:6) found that the professional standards for school leaders underpin best practices which have become foundations for school leaders’ own practice, their professional development, criteria for recruitment and appointment into school leadership positions and a reference point for teachers aspiring to become school leaders. Again, these are some of the ends that the standards for school leaders in Sierra Leone hope to accomplish.

1.7 Purpose of the Professional Standards for Teachers and School Leaders in Sierra Leone

The key purpose of the Professional Standards for Teachers and School Leaders in Sierra Leone is to serve as a common point of reference to all stakeholders in the education sector. As indicated earlier, the standards provide a common language and the nationally accepted requirements of a teacher in terms of professional knowledge, practice and engagement and competences of a school leader. Therefore, all the authorities whose work revolve around or connect with the teachers and school leaders must recognize the standards as the most important point of reference. In this respect, the standards area consensus reached by all critical stakeholders, and informed by international best practices and local contexts. Therefore, they are the best guiding principles for all actions and programmes concerning teachers. Actions and programmes that ignore or violate the standards are deemed to be undesirable for the teaching profession.

The decision by the Republic of Namibia regarding the application of its professional standards for teachers is very instructive. The country declared its professional standards for teachers as “a model for teacher training and development in Namibia” and makes the following declarations:

- *The National Professional Standards for Teachers in Namibia will bring about a new approach to teacher training and development. From now on:*
- *1. Teacher education and development will be based on the National Professional Standards.*
- *2. Pre-service providers – Universities, Colleges and private providers – will all be required to align their curricula, programmes and qualifications to meet the requirements of those standards.*

(Ministry of Education, Republic of Namibia, 2010:6)

The above assertion eloquently demonstrates the confidence Namibia has in the efficacy of its professional standards to serve as the new benchmark for teacher education and development. It specifically directed the immediate review of the curriculum for teacher education in the universities and colleges of education using the professional standards as framework. This explains how powerful and important the professional standards are in bringing about change in the teaching profession. Therefore, the standards are to drive change and excellence and not mere document that stakeholders treat with passive interest. In this vein, the professional standards for teachers and school leaders in Sierra Leone are expected to be a watershed in teacher professional practice and school leadership in the country. Accordingly, all sectors in Sierra Leone connected with teacher education and development, competency evaluations, teacher appointment and recruitment, deployment of teachers into position of school leadership and a wide range of issues will utilise professional the standards as the compass.

1.8 Career path for teachers

A career path includes the stages of professional growth that every teacher must attain in the course of his or her career. It is the logical and systematic arrangement or order of the stages beginning from New Teacher to the Distinguished status to be followed by all teachers. This implies that teachers are categorized based on the quantum of experience on the job which is a function of time and maturity as well as intensity of professional development. Indeed, in all professions, such categorization exist as practitioners are expected to rise through professional diligence, commitment and excellence from the status of a beginner to that of an authority, distinguished and influential within the profession. The Australian Institute for Teaching and School Leadership (AITSL, 2015) rather calls it “**developmental pathway**” which it defines simply as *increasing proficiency*.

The stages of professional growth (also called career stages) are therefore points on the career path (or developmental pathway) with specified competences. The national stakeholders in Sierra Leone adopted four career stages as follows:

- **New Teacher:** A graduate of a teacher education institution who is engaging in professional practice for the first time.
- **Proficient Teacher:** A teacher who has successfully undergone mentoring and some years of practical experience in teaching.
- **Highly Accomplished:** A teacher whose performance is beyond basic proficiency to advanced attainments.
- **Distinguished:** A teacher who has clearly emerged as leader in the field, and has become an authority and rallying point within and outside the school.

Each of these is a professional and qualified as a teacher. Therefore, what the different statuses depict are varying roles based on maturity and professional development. Professionalism involves life-long development, a race with milestones as depicted in the illustration below:



Figure 1. Professionalism as a life-long race of professional development

NEW TEACHER	PROFICIENT TEACHER	HIGHLY ACCOMPLISHED TEACHER	DISTINGUISHED TEACHER
3 or 4 years of teacher education	5 years as New Teacher + 50 credits of Professional Development	5 years as Proficient Teacher + 50 credits of Professional Development	5 years as Highly Accomplished + 50 credits Professional Development

Figure 2. The teacher career stages illustrated

As illustrated in figure 2, movement from one career stage to another is a function of not only years spent at a stage but also the amount of professional development credits accumulated by the teacher. Basically, it will take a new teacher a minimum of fifteen years of professional practice and evidence-based portfolio of professional development to attain the highest status of a Distinguished Teacher. The details of the professional development and the required amount of credits

shall be worked out and reviewed from time to time by the Teaching Service Commission. To maintain credible records of teachers' professional development for the purpose of determining career stages, the Commission requires a robust teacher professional database and interface system with both teachers and professional development service providers in order to capture and document the credits earned by teachers.

The career stages are not civil service salary grade levels. Rather, they are professional statuses to be awarded by the Teaching Service Commission to all registered teachers after due assessment of their professional competences and services. Therefore, teachers shall have their status (career stage) indicated in their teaching license and shall carry along their professional status to any job whatsoever they are assigned to perform, regardless of the level of the education system involved.

The career path plays several critical functions in the life of any profession. A few examples are cited here. One, it is inherently motivational because the teachers now have a reason to work hard knowing that progress in their career is tied to hard work and excellence. Two, the clear distinction among the statuses of teachers automatically groups teachers into mentors and mentees. Every teacher knows who to go to for mentoring or professional assistance in terms of need rather than a previous practice where there may be confusion about who should mentor whom. Three, there is clear division of labour because the professional standards have prescribed specific competences and roles for each career stage with respect to every standard and sub-standard. Four, the attainments in the career path endows the teacher with enormous sense of accomplishment and professional pride and equates him to his peers in other professions. For instance, a Distinguished Teacher can be favourably compared to a Consultant in medical profession.

1.9 Jurisdiction of the Professional Standards

The standard norm of all noble professions is that all practitioners should subject themselves to common professional standards and regulations, irrespective of whether they work in the public or private sector. This applies to very well established professions such as Law, Medicine, Engineering among others. All their professionals are regulated whether

or not they work for government or private concerns. Therefore, the jurisdiction of the professional standards for teachers and school leaders in Sierra Leone shall apply to all teachers and school leaders in the country notwithstanding the public-private sector dichotomy. Quality education is the right of all children enshrined in the Constitution of Sierra Leone and other relevant national policies and international conventions. Therefore, the Government (through the Teaching Service Commission) has a duty to safeguard the right to high quality education of every Sierra Leonean child by ensuring that they are taught only by teachers who meet the national professional standards for teachers and that the schools are managed by head teachers and principals who meet the professional standards for school leaders.

Besides the public and private sectors coverage, the standards shall apply to all schools from pre-primary to senior secondary education. The standards shall also apply to teacher education institutions for the purposes of accreditation of teacher education programmes by the Teaching Service Commission. It shall further apply to all providers of professional development programmes for purposes of accreditation of their services by the Commission.

1.10 Methodology for the development of the Professional Standards

In developing the professional standards, the Teaching Service Commission, Ministry of Education, Science and Technology and all other critical stakeholders understood the need to have professional standards that will stand the test of time. This informed the elaborate and extensive process undertaken as well as the engagement of international experts who are among the best in professional standards development. Together, all stakeholders reached the consensus that the professional standards must have both international as well as local contexts. For this reason, the standards are a blend of international best practices as well as contextualization of the local environment, cultures and values of Sierra Leone.

The professional standards development took place at the time when the United Nations International Task Force on Teachers commissioned global research on teacher professional standards and also dedicated the theme of its 10th World Policy Dialogue Forum to teacher professional standards. The Forum held in Lome, Togo, September 18-21, 2017. The Task Force is dedicated to facilitating the quality and quantity of teachers required to achieve the Sustainable Development

Goals for education. The expert engaged in the development of the professional standards in Sierra Leone was a member of the Research Team of the International Task Force. The practical and up-to-date experiences of the expert in addition to the participation of the Teaching Service Commission in the 10th World Policy Dialogue Forum on Professional Standards therefore enormously enriched the process of developing the standards in Sierra Leone. Thus, the professional standards for teachers and school leaders in Sierra Leone are among the latest, most current and internationally notable standards. The Declarations of the World Forum captured in box 1 are well integrated in the professional standards and related professional development blueprints of the Teaching Commission.

Box 1

Declarations of the International Task Force of Teachers regarding professional standards for teachers and school leaders

- Professional teaching standards and regulatory bodies are needed to regulate the teaching profession. There should be a national benchmark for the teaching profession in each country.
- To establish teaching as a profession, a clinical practice-based approach should be adopted where the learner is the centre of all practice.
- Countries are to develop and accredit teacher education programmes based on the professional teaching standards.
- Professional teaching standards should include monitoring and evaluation tools to make sure that they are implemented.
- Professional teaching standards should be reviewed after a set period of time.
- Education systems should combine relevant education qualifications with practical teacher training.
- There should be a career path for teachers.
- Teachers should be motivated to aspire to higher professional teaching standards.
- Strengthen school-based continuous professional development.
- Professional standards are required for school leadership.

Source: Outcome of the International Task Force on Teachers 10th Policy Dialogue Forum, Lome, Togo, September 18-21, 2017

The development of professional standards for teachers and school leaders in Sierra Leone took several months and encompassed the following key stages:

- Extensive review of the literature by international and national experts to amass international best practices.
- Contracting of international and national experts under the Service Contract 'Technical Assistance in Support of the Education Sector in Sierra Leone' financed by the European Union to assist the country with technical support and expertise in professional standards development.
- Consultations with the Education Committee of the Parliament for inputs and collaboration.
- Constitution of National Stakeholders headed by the Deputy Minister 2 of the Ministry of Education, Science and Technology that, not only participated in the development of the professional standards but, essentially served as the superintendent of the entire process.
- Constitution of a National Resource Group that served as the think-tank and actually developed the professional standards. This group was trained in the science and art of professional standards development by international experts and then charged with the responsibility of developing the professional standards for Sierra Leone with the support of the international and national experts.
- Hosting of the professional standards development by various districts to blend national, district and local level consensus.
- A validation process that cut across all the critical stakeholders in the education sector at both national and district levels. The actual names and particulars of the stakeholders are published in the preliminary pages of this document.
- High-level National Launch by the President of the Republic to publicly herald the professional standards and to declare readiness for the implementation by all stakeholders.

In summary, the process of developing the standards involved a complex but internationally valid set of activities, programmes, trainings, meetings, consultations, consensus-building, brainstorming sessions, travels across districts, validation and finally, National Launch. There was also very productive interaction with the national and local mass media throughout the process which raised public awareness and participation for the emergence of the standards.

Furthermore, the development of the professional standards guaranteed two critical requirements, that of ownership and inclusiveness.

The process ensured that the standards were developed and owned by Sierra Leoneans – there was a guiding jingle throughout the process: “Standards of Sierra Leone, by Sierra Leone and for Sierra Leone”. This implied that in all respects, enabling environment was created for stakeholders to be in control in terms of deciding on the professional standards that they needed. Also, the process ensured inclusive participation of all relevant stakeholders including the Parliament, Ministry of Education, Science and Technology, Teaching Service Commission, international development partners, teachers union, conferences of the principals and head teachers, practicing classroom teachers, retired teachers and principals, teacher education institutions, public and private schools, District Chairmen and their Education Committees, among others.

1.11 Structure of the Professional Standards

The professional standards are organized in line with the international tenets that recognize three key domains: professional knowledge, professional practice and professional engagement. Within these three domains the relevant international and nationally endorse teacher competences are stated. It is also important to know that UNESCO has worked in line with the goals of the Continental Education Strategy for Africa CESA 2016-2025 (African Union, 2015) to develop professional standards for teachers in West and Central Africa. The professional standards for teachers and school leaders also integrated these continental standards. The professional standards for teachers include **19 professional standards** with **189 sub-standards** as depicted in table 1.

TABLE 1

Summary of the professional standards for teachers

Domains	Number of Sub-Standards	Total
Chapter Two: Professional Knowledge		
Standard 1: Know and understand the international context and goals of education	6	49
Standard 2: Know the Sierra Leonean context and goals of education	7	
Standard 3: Know subject content	2	
Standard 4: Know how to teach the subject	16	
Standard 5: Know physical, socio-cultural and psychological characteristics of learners	9	
Standard 6: Know how to assess learners	5	
Standard 7: Know fundamentals of education governance and channels of communication	4	
Chapter Three: Professional Practice		
Standard 8: Plan learning activities and programmes	23	87
Standard 9: Deliver lessons	22	
Standard 10: Assess learning	17	
Standard 11: Participate in and supervise extracurricular activities	19	
Standard 12: Safeguard human rights and lives	6	

Chapter Four: Professional Engagement		
Standard 13: Engage professionally with statutory and administrative authorities	4	53
Standard 14: Engage professionally with learners	13	
Standard 15: Engage professionally with colleagues	7	
Standard 16: Engage professionally with parents and guardians	5	
Standard 17: Engage professionally with employers	3	
Standard 18: Engage professionally with society	10	
Standard 19: Engage professionally with own development and academic leadership	11	
Total of sub-standards for teachers		189

The professional standards for school leaders include **5 standards** with **49 sub-standards** as illustrated in table 2.

TABLE 2

Summary of the professional standards for school leaders

Chapter Five: Professional Standards for School Leaders		
Standard 1: Nurture self for leadership excellence		10
Standard 2: Lead professional knowledge		7
Standard 3: Lead Professional practice		5
Standard 4: Lead Professional engagement		6
Standard 5: Lead organizational management and transformation		21
Total of sub-standards for school leaders		49

The professional standards for teachers and school leaders include **25 standards** with **238 sub-standards**. The career path for teachers further implies that for each of the **189 sub-standards** for teachers, the four stages on the career path have different competences prescribed for them. In other words, there are **189 sub-standards X 4 career stages = 756 boxes** or **codes** of competences for teachers. This makes this document very dynamic and highly sensitive to the level of professional development of a teacher. The essence is that teachers (old or new, hardworking or lethargic, etc.) can no longer be lumped together and treated as being of same competence. The standards are able to help discriminate in a positive sense to sift teachers and place them according to their actual abilities and performances. This will have far reaching effect for the rest of professional programmes and services in the education sector. For instance, teacher professional development must now be designed based on the competences identified by the Professional Standards and teachers must be grouped according to their stages in the career path, so that professional development programmes can target specific teachers for specific competences: Training programmes will no longer be 'one size fits all'. These and many more are the novelties thrown up by the standards and career path.

The templates that follow further show exactly how the standards, sub-standards and competences for teachers and standards for school leaders are organized.

TABLE 3

Templates for organizing standards

PROFESSIONAL KNOWLEDGE

Standard 1...				
Specifics	Sub-standards			
	New Teacher	Proficient Teacher	Highly Accomplished Teacher	Distinguished Teacher
1.1				
1.2				
1.3, etc.				
Assessment guide/ Indicators				

PROFESSIONAL PRACTICE

Standard 8...

Specifics

Sub-standards

New Teacher

Proficient Teacher

**Highly Accomplished
Teacher**

**Distinguished
Teacher**

8.1

8.2

8.3, etc.

**Assessment
guide/**

Indicators

PROFESSIONAL ENGAGEMENT

Standard 13...

Specifics

Sub-standards

New Teacher

Proficient Teacher

**Highly Accomplished
Teacher**

**Distinguished
Teacher**

13.1

13.2

13.3, etc.

**Assessment
guide/**

Indicators

PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

Standard 1...	
Specifics	Sub-standards
1.1	
1.2	
1.3, etc.	
Assessment guide/ Indicators	

The 19 professional standards for teachers run serially across the three domains (professional knowledge, professional practice and professional engagement). Each standard then has its own sub-standards numbered serially within the standard alone. For each sub-standard, the competences for each stage on the career path are stated. At the end of each of the 19 standards, some assessment guides and indicators are suggested to assist teachers' self-assessment and other stakeholders whose responsibilities will entail assessment of teacher performance in accordance with the professional standards. Similarly, the five professional standards for school leaders, each has its sub-standards. At the end of each of the standards, there are also suggested assessment guides and indicators. It must be emphasized that these guides and indicators are not exhaustive. It is expected that those to assess teacher professional performance are themselves professional teachers. Therefore, they should be in a position to utilize their professional experiences in assessing teacher performances. In addition to these guides, an assessment tool that may be used by teachers and other stakeholders is affixed to this document as appendix. The tool is a 5-point scale to assess a teacher or school leader on all or selected standards and sub-standards. The results of such assessment can tell the strengths and weaknesses of the teacher and then used for the various purposes including professional development.

1.12 Implementation of the Professional Standards

The standards are idealistic. They describe the competences of a quality teacher. But what is truly idealistic is the national commitment to the goal that every child in Sierra Leone is entitled to a qualified, caring teaching professional. The professional standards can serve to mobilize efforts toward achieving this goal. The point must be made that the professional standards are descriptive in nature, and although every attempt was made to ensure the clarity of these ideas and aims, going forward it will be the responsibility of teacher educators, education managers, psychologists, linguists, gender specialists and other experts to further define these competencies and to continue to weave them into their own vision and efforts for improving education in Sierra Leone. This process will require meaningful conversations and actions across sectors in Sierra Leone. Rather than restricting that vital process of reflection and discourse, the professional standards should help to provide a common framework that will harness the collective energy and expertise of the nation's education work force to bring about real changes in teaching and learning.

The implementation of the standards will entail far-reaching steps and over-hauling of the system by all stakeholders that deal with teacher education and professional development, ethical issues, registration and licensing of teachers, and recruitment and appointment of school leaders. The curriculum for teacher education will require revision as well as the prescriptions in the basic and senior secondary education curriculum that concern teachers. Furthermore, most of the national teacher education policies and frameworks will require revision to incorporate professional standards. In other words, the standards shall have a central place in all relevant education policies and frameworks. As the Teaching Service Commission commences the registration and license of teachers, it will ensure that only New Teachers who meet the professional standards are registered and licensed.

Individuals teaching in the school system or school leaders in charge of schools who fall short of the professional standards will be designated as auxiliary and it will be up to the Teaching Service Commission, the Ministry of Education, Science and Technology and critical stakeholders to agree on a period of grace that will be allowed for such individuals and school leaders to remedy their deficiency. There will also be need for the Teaching Service Commission, Ministry of

Education, Science and Technology and international development partners to develop a robust database that gives the statistics of qualified teachers, their set of qualifications, their career stage and credits earned in professional development. The Government and international development partners can work out the short, medium and longer term development plans of how to assist deficient teachers and school leaders to meet the professional standards. There will be need to also pass the professional standards to all arms of Government for their necessary action including publication in the Gazette and legislative support by the Parliament though the professional standards are already empowered by the TSC Act of 2011.

If the professional standards are not implemented the efforts are wasted. Therefore, there must be self-evaluation by teachers and school leaders as well as evaluation of teachers and school leaders periodically by the Teaching Service Commission. This is not the usual Annual Performance Evaluation Report (APER) in the civil service and it does not replace the civil service APER. Rather it is a professional exercise to help integrate and sustain the professional excellence. The table below further illustrates the purposes the professional standards can serve for the various stakeholders

TABLE 4

Purposes of the professional standards for teachers and school leaders for various stakeholders

Stakeholders	Purposes and importance
Professional regulatory agency (Teaching Service Commission)	<ul style="list-style-type: none"> • Used as benchmark for accreditation and monitoring of the programmes of teacher education institutions • Serve as syllabus for setting professional qualifying tests or examinations for new teachers seeking registration with the Teaching Service Commission • Serve as benchmark of competences that new teachers must fulfil before registration and licensing • Serve as scale for periodic evaluation of the competences of teachers and school leaders. • Provide framework and content for accreditation and monitoring of professional development programmes by service providers • Provide codes for adjudication in teacher disciplinary panels or committees, etc.
Teachers	<ul style="list-style-type: none"> • Used by teachers for self-evaluation and planning for life-long professional learning • Boosts the professional identity of the teachers • Inspire teachers' self-confidence • Promote professionalism • Promote professional autonomy • Justify and enhance teacher status, rewards, power and prestige • Enhance teacher mobility and better treatment of teachers across local, state, national and international boundaries

Stakeholders	Purposes and importance
Employers	<ul style="list-style-type: none"> • Used for periodic and annual performance evaluation of teachers and school leaders • Helps in evaluation of teachers' rewards • Helpful in the appraisal of teachers' working conditions
School administrators	<ul style="list-style-type: none"> • Improves administrative precision • Used for periodic and annual performance evaluation • Enhances objectivity in teacher performance assessment • Fosters administration's ability to understand and meet individual needs of teachers of various subjects and teachers at different levels of their professional career
Education ministries	<ul style="list-style-type: none"> • Basis for appointment of school leaders or administrators • Budgeting for education, particularly the teaching professionals • Provision of infrastructure and facilities • Monitoring and evaluation of educational outcomes
Government	<ul style="list-style-type: none"> • Demonstrates political support to the teaching profession • Factored in while making political decisions affecting teachers • Appreciate teachers' professional standing • Helps to improve overall governance of education
Teacher education institutions	<ul style="list-style-type: none"> • Fashioning teacher education curricula based on the standards • Conducting micro teaching • Implementing teaching practice
School curriculum authorities	<ul style="list-style-type: none"> • Redefining the roles of the teachers in the basic and senior secondary education curricula

Stakeholders	Purposes and importance
Education research and development agencies	<ul style="list-style-type: none"> • Conducting action research in school setting • Coming out with policy recommendations to improve teaching and learning
Students	<ul style="list-style-type: none"> • Understanding the responsibilities of teachers and school leaders towards them
Parents and caregivers	<ul style="list-style-type: none"> • Clear areas and basis for partnership with teachers and schools in the interest of the child's education • Parents can know exactly what is being paid for • Monitor how much they are getting in return for their investments in education of their children
Teachers unions	<ul style="list-style-type: none"> • Gives the unions true sense of professionalism • Serves as basis for negotiation of compensation • Facilitates self-regulation in ethical and professional matters • Assessment of the performance of its members
Civil society organizations	<ul style="list-style-type: none"> • Provides a template for monitoring of educational performance • Basis for advocacy in matters affecting teachers and education in general
International development partners	<ul style="list-style-type: none"> • Enable cross-border and other forms of international assessments and comparisons • Helps in monitoring the prospects of achieving global and continental sustainable development goals • Gives a framework for funding
Whole society	<ul style="list-style-type: none"> • Transparency and accountability in education • Earns public trust • Social recognition of the teaching profession

The Teaching Service Commission shall, in collaboration with stakeholders set targets and timelines for implementation of the standards. It is expected that the implementation shall start immediately after the National Launch of the professional standards. Annually, the progress of implementation and impact of the standards shall be assessed. The feedback will then inform the review of the professional standards. In accordance with international best practices, the professional standards shall be reviewed after a period of five years.

CHAPTER TWO: PROFESSIONAL KNOWLEDGE

STANDARD 1: Know and understand the international context and goals of education				
SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
1.1 The teacher as a global change agent	Demonstrate knowledge and understanding of the teacher as a global change agent who impacts at the local, national and international levels	Localise the global roles of teachers as change agents in the development of teaching-learning and professional programmes	Provide advice and support the development of teaching-learning and professional programmes based on the role of the teacher as change agent	Conduct and publish research findings and provide insight on the role of the teacher as a global change agent
1.2 The United Nations Sustainable Development Goals (SDG) 2030	Demonstrate knowledge and understanding of the 17 SDGs	Apply knowledge of the 17 SDGs in the designing of teaching-learning programmes	Support colleagues to design teaching-learning programmes founded on the tenets of the 17 SDGs	Lead knowledge of the 17 SDGs and create school and community-wide awareness
1.3 SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	Demonstrate knowledge and understanding of SDG 4 - Education	Apply knowledge of SDG 4 – Education in the designing of teaching-learning programmes	Support colleagues to design teaching-learning programmes that take cognisance of SDG 4 - Education	Lead knowledge of SDG 4- Education and create school and community-wide awareness
1.4 African Union Agenda 2063: The Africa We Want	Demonstrate knowledge and understanding of the seven African Aspirations outlined in the African Union’s 2063 Agenda titled “The Africa We Want”	Apply knowledge of the seven African Aspirations outlined in the African Union’s 2063 Agenda titled “The Africa We Want” in the designing of teaching-learning programmes	Support colleagues to design teaching-learning programmes founded on the seven African Aspirations outlined in the African Union’s 2063 Agenda titled “The Africa We Want”	Lead knowledge of the seven African Aspirations outlined in the African Union’s 2063 Agenda titled “The Africa We Want” and create school and community-wide awareness
1.5 African Union’s Continental Education Strategy for Africa (CESA 2016-2025)	Demonstrate knowledge and understanding of the six Guiding Principles stated in the African Union’s Continental Education Strategy for Africa 2016-2025	Apply knowledge of the six Guiding Principles in the African Union’s Continental Education Strategy for Africa 2016-2025 in designing teaching-learning programmes	Support colleagues to design teaching-learning programmes based on the six Guiding Principles stated in the African Union’s Continental Education Strategy for Africa 2016-2025	Lead knowledge of the six Guiding Principles stated in the African Union’s Continental Education Strategy for Africa 2016-2025 and create school and community-wide awareness
1.6 West African Teacher Professional Qualification Frameworks and Standards developed by UNESCO and other international stakeholders	Demonstrate knowledge and understanding of the West African Teacher Professional Qualifications Frameworks and Standards developed by UNESCO and other international stakeholders	Integrate knowledge of the West African Teacher Professional Qualifications Frameworks and Standards developed by UNESCO and other international stakeholders in the designing of teaching-learning and teacher professional development programmes	Structure teaching-learning and teacher professional development programmes in accordance with the West African Teacher Professional Qualifications Frameworks and Standards developed by UNESCO and other international stakeholders	Network with UNESCO and West African stakeholders to constantly update and research into Teacher Professional Qualifications Frameworks and Standards developed by UNESCO and other international stakeholders

STANDARD 1: Know and understand the international context and goals of education (*continued*)

**Assessment Guide/
Indicators**

- i. Knowledge of how quality teacher/teaching impact on national development – economy health, politics
- ii. List characteristics of a global change agent
- iii. Understand relationship between country levels, economic levels and investment in education
- iv. Ability to list the respective international goals and contextualise them for Sierra Leone
- v. Awareness of rationale behind the international goals
- vi. To explain the status of Sierra Leone within the global context, where is Sierra Leone?
- vii. Demonstration of the required knowledge by making presentations
- viii. Posters designed to depict the required knowledge and other indicators.

STANDARD 2: Know the Sierra Leonean context and goals of education

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
2.1	Historical, political and socio-cultural backgrounds of education in Sierra Leone	Demonstrate knowledge and understanding of the historical, political and socio-cultural backgrounds of education in Sierra Leone	Use teaching strategies that take cognisance of the historical, political and socio-cultural backgrounds of education in Sierra Leone	Select and utilise teaching strategies that suit the historical, political and socio-cultural backgrounds of education in Sierra Leone	Evaluate and revise learning programmes in consonance with the historical, political and socio-cultural backgrounds of education in Sierra Leone
2.2	National Development Plan — vision, goals and development objectives of Sierra Leone	Demonstrate knowledge and understanding of the national vision, goals and development objectives of Sierra Leone	Develop learning instructions aimed at achieving the national vision, goals and development objectives of Sierra Leone	Expand understanding of the national vision, goals and development objectives of Sierra Leone	Initiate and lead integration of the national vision, goals and development objectives of Sierra Leone in educational programmes
2.3	Education Sector Plan — Sierra Leonean national philosophy, goals and objectives of education	Demonstrate knowledge and understanding of the Sierra Leonean national philosophy, goals and objectives of education	Use knowledge of the Sierra Leonean national philosophy, goals and objectives of education enhance content and quality of learning activities	Evaluate quality and content of learning activities related to the Sierra Leonean national philosophy, goals and objectives of education	Monitor and revise learning activities that promote the Sierra Leonean national philosophy, goals and objectives of education
2.4	Sierra Leonean national education structure and system	Demonstrate knowledge and understanding of the Sierra Leonean national education structure and system	Apply the knowledge and understanding of the Sierra Leonean national education structure and system in organizing and formulating learning programmes	Support colleagues to structure and organize learning programmes in line with the Sierra Leonean national education structure and system.	Lead the structuring and adaptation of learning programmes to the Sierra Leonean national education structure and system

STANDARD 2: Know the Sierra Leonean context and goals of education *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>2.5 Relevant provisions on teacher education and professionalism by the Sierra Leonean Constitution, Teaching Service Act and other Acts and policies, e.g. Education Act 2004, Education Sector Plan, the White Paper on Bamanja Commission, National Council for Technical, Vocational and other Academic Awards Act of 2001, Tertiary Education Commission Act of 2001</p>	<p>Demonstrate knowledge and understanding of the relevant constitutional, statutory and policy provisions on teacher education and practice</p>	<p>Acquire the knowledge and relevant constitutional, statutory and policy provisions on teacher education and practice to be reflected in learning programmes</p>	<p>Support and advise on the integration of the relevant constitutional, statutory and policy provisions on teacher education and practice in learning programmes, teacher professional development and general school practices</p>	<p>Integrate relevant constitutional, statutory and policy provisions on teacher education and practice in learning programmes, teacher professional development and general school practices</p>
<p>2.6 Vision, mission, challenges and prospects of education at the district level</p>	<p>Demonstrate knowledge of the vision, mission, challenges and prospects of education at district level</p>	<p>Enhance the use of knowledge of the vision, mission, challenges and prospects of education at district level as guides in developing learning programmes</p>	<p>Create awareness of the vision, mission, challenges and prospects of education at district level</p>	<p>Maintain networks to deepen the relevance of the vision, mission, and prospects of education at district level while minimizing the challenges</p>
<p>2.7 Sierra Leonean national school curriculum requirements</p>	<p>Demonstrate knowledge and understanding of the Sierra Leonean national school curriculum requirements applicable to all teachers</p>	<p>Develop teaching activities in the context of the Sierra Leonean national school curriculum requirements applicable to all teachers</p>	<p>Evaluate the development of teaching activities in the context of the Sierra Leonean national school curriculum requirements applicable to all teachers</p>	<p>Lead expertise in the development of teaching activities in the context of the Sierra Leonean national school curriculum requirements applicable to all teachers</p>
<p>Assessment Guide/ Indicators</p>	<ol style="list-style-type: none"> i. Availability of literature on the indicated issues on Sierra Leone and how they affect education ii. Know peoples and cultures of Sierra Leone relating culture to education iii. Access to National Development Plan and familiarity with the content iv. Access and familiarity with Education Sector Plan v. Access and familiarity with content of Education Act 2004 and related documents vi. Posters and texts that explain the structure and system of education in Sierra Leone vii. Texts, materials and data that show familiarity with the roles of the Districts in provision of education services viii. Texts and materials depicting good knowledge of the functions of the District Councils ix. Access, familiarity and interpretation of national curriculum x. Presentations on the trends in curriculum development in Sierra Leone 			

STANDARD 3: Know subject content

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
3.1	Content of the subject	Demonstrate knowledge and understanding of the subject content– key concepts, theories, principles, applications	Design and implement teaching activities with full knowledge of the subject content – key concepts, theories, principles, applications	Support colleagues to design and implement teaching activities based on full knowledge of subject content – key concepts, theories, principles, applications	Lead colleagues to evaluate teaching activities against subject content – key concepts, theories, principles, applications and revise the activities from time to time
3.2	Curriculum prescriptions relevant to the subject	Demonstrate knowledge and understanding of curriculum prescriptions relevant to the subject	Apply knowledge of curriculum prescriptions relevant to the subject in the preparation of lesson plans, other instructional materials and related learning activities	Provide advice and assistance to colleagues in preparation of lesson plans, other instructional materials and related learning activities	Develop teaching programmes that satisfy curriculum prescriptions relevant to the subject
Assessment Guide/ Indicators		i. Record of major themes and topics of the subject ii. Access, familiarization and interpretation of curriculum and its relationship to subject content iii. Scheme of work, lesson plan, teaching notes and others			

STANDARD 4: Know how to teach the subject

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
4.1	Basic fields of education – psychology, sociology, philosophy, measurement and evaluation, comparative education, guidance and counselling	Demonstrate knowledge of the fields that make up education and their general contributions to principles, theories and practices	Use knowledge of the list of fields in education and their relevant principles, theories and practices in designing learning activities	Advise and help colleagues to integrate the relevant educational principles, theories and practices in designing learning activities	Evaluate and review integration of the relevant educational principles, theories and practices in designing learning activities when necessary
4.2	Lesson plan	Demonstrate knowledge of the content and structure of a lesson plan, and the principles and importance of a lesson plan	Apply the knowledge of the content and structure of a lesson plan, and the principles and importance of a lesson plan in planning learning activities	Provide colleagues with knowledge and expertise involved in the planning of learning activities	Lead the development of high quality learning activity plans in the school
4.3	Key stages of lesson delivery	Demonstrate knowledge and understanding of key stages of lesson delivery	Apply the knowledge and understanding of key stages of lesson delivery in the teaching-learning process	Support colleagues with the expertise required for effective lesson delivery and related programmes	Evaluate and improve key stages of delivery of lessons and other learning programmes.

STANDARD 4: Know how to teach the subject *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
4.4	General teaching/ instructional methods	Demonstrate knowledge and understanding of general teaching/instructional methods, their applications, merits and demerits	Use understanding of general teaching/instructional methods, their applications, merits and demerits to implement the teaching-learning session	Provide rich information and guides on teaching/instructional methods, their applications, merits and demerits	Lead continuous research and updating of general teaching/instructional methods
4.5	Learner-centred and individualised teaching strategies	Demonstrate knowledge and understanding of learner-centred and individualized teaching strategies	Utilise understanding of learner-centred and individualized teaching strategies to plan learning instructions	Provide expertise to implement the learner-centred and individualized teaching strategies in instructions	Design high quality learning activities based on learner-centred and individualized teaching strategies
4.6	Critical inquiry and reflective approaches	Demonstrate knowledge and understanding of critical enquiry and reflective approaches in the teaching-learning process	Use critical enquiry and reflective approaches in the teaching-learning process	Apply knowledge and understanding of critical enquiry and reflective approaches in the teaching-learning process	Expand knowledge and understanding of critical enquiry and reflective approaches in the teaching-learning process
4.7	Sourcing of Instructional aids	Demonstrate knowledge and understanding of varieties of instructional aids, their sources, and how to improvise where necessary	Apply knowledge and understanding of varieties of instructional aids, their sources, and improvisation	Support colleagues in the production of varieties of instructional aids and their integration in instructional process	Evaluate the use of instructional aids in the teaching-learning process
4.8	Application of instructional aids	Demonstrate knowledge and understanding of the application of a wide range of instructional aids in the teaching-learning process	Use knowledge and understanding of a wide range of instructional aids to organize learning activities	Source and evaluate a wide range of instructional aids in teaching	Develop and guide the application of a wide range of instructional aids
4.9	Educational technologies	Demonstrate knowledge and understanding of educational technologies and their application in the teaching-learning process	Apply knowledge and understanding of educational technologies and their application in the teaching-learning process	Support colleagues using the latest knowledge and understanding of educational technologies and their application in the teaching-learning process	Lead initiatives in the school to enrich knowledge and understanding of educational technologies and their application in the teaching-learning process
4.10	Classroom organization and management	Demonstrate knowledge and understanding of general classroom organization and management	Design and implement learning activities based on good knowledge and understanding of general classroom organization and management	Assist colleagues to design learning programmes with expertise knowledge of classroom organization and management	Evaluate and review the knowledge and understanding of general classroom organization and management in the school

STANDARD 4: Know how to teach the subject *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
4.11	Innovative strategies for management of large classes	Demonstrate knowledge and understanding of innovative strategies for the management of large classes	Apply knowledge of innovative strategies for the management of large classes in lesson delivery	Exhibit creative and innovative strategies in the management of large classes	Lead colleagues to develop versatile and creative innovative strategies for the management of large classes
4.12	Communication	Demonstrate knowledge and understanding of instructional communication requirements for an effective teaching and learning process	Use knowledge and understanding of instructional communication to implement an effective teaching and learning process	Provide advice and support to colleagues to create instructional communication and strategies for an effective teaching and learning process	Lead initiatives to enrich instructional communication strategies in the school
4.13	Handwriting	Demonstrate knowledge and understanding of the importance and strategies of good handwriting in the teaching-learning process	Utilise knowledge and understanding of the importance and strategies of good handwriting in the teaching-learning process	Create opportunities for enhancing knowledge and application of good handwriting in the teaching-learning process	Lead research and development of good handwriting in the educational process
4.14	Writing board and flip charts	Demonstrate knowledge and understanding of the importance and uses of writing boards and flip charts in class	Use the knowledge and understanding of the importance and uses of writing boards and flip charts in class	Support colleagues to use writing boards and flip charts to improve the teaching-learning process	Evaluate and enhance knowledge of the importance and uses of writing boards and related facilities in the learning process
4.15	Literacy and numeracy	Demonstrate knowledge and understanding of basic literacy and numeracy necessary for delivery of learning activities	Evaluate personal knowledge and understanding of basic literacy and numeracy requirements for delivery of learning activities	Collaborate with colleagues to evaluate their knowledge and understanding of basic literacy and numeracy requirements	Seek ways of enhancing basic literacy and numeracy skills of teachers for delivery of learning activities in the school
4.16	Questioning Techniques	Demonstrate knowledge and understanding of appropriate questioning techniques and their applications	Utilise knowledge and understanding of appropriate questioning techniques in a variety of learning activities	Support colleagues to understand and apply appropriate questioning techniques a variety of learning programmes	Lead improvement of the questioning techniques in the teaching-learning activities in the school
Assessment Guide/Indicators		<ul style="list-style-type: none"> i. Map of the basic fields of education and their key themes explained ii. Lesson plan iii. Poster depicting sequences and key considerations of a lesson plan iv. Explaining the relationship between educational theory and practice 			

STANDARD 5: Know physical, socio-cultural and psychological characteristics of learners

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>5.1 Diversity among learners, e.g. gender, language, urban-rural, economic and social background</p>	<p>Demonstrate knowledge and understanding of the diversity among learners with respect to the physical, socio-cultural and psychological backgrounds of students</p>	<p>Use teaching strategies based on the knowledge of diversity among learners with respect to the physical, socio-cultural and psychological backgrounds of students to facilitate learning</p>	<p>Support colleagues to design and implement learning programmes that take into account the physical, socio-cultural and psychological diversity of students</p>	<p>Lead improvement in the understanding of diversity among learners</p>
<p>5.2 Impact of diversity on school achievement</p>	<p>Demonstrate knowledge and understanding of the impact of diversity on school achievement</p>	<p>Use teaching strategies that give equal learning opportunities to students of diverse backgrounds</p>	<p>Support the design and implementation of learning programmes that benefit optimally students of diverse backgrounds</p>	<p>Conduct research to enhance theory and practices on diversity and best ways to achieve school excellence</p>
<p>5.3 Management of diversity and multi-cultural education, including conflict management and peace building</p>	<p>Demonstrate knowledge and understanding of the strategies for management of learners' individual differences in diverse, multicultural settings, including conflict management and peace building</p>	<p>Apply knowledge and understanding of the strategies best fit for management of learners in diverse and multicultural settings, including conflict management and peace building</p>	<p>Mentor colleagues using expertise knowledge of the strategies for managing learners in diverse and multicultural settings, including conflict management and peace building</p>	<p>Demonstrate exemplary strategies for management of learning in diverse and multicultural settings, including conflict management and peace building</p>
<p>5.4 Inclusive education</p>	<p>Demonstrate knowledge and understanding of the concept of inclusive education and application to the management of diversity in class and school</p>	<p>Integrate requirements of inclusion in designing and the implementation of teaching-learning activities</p>	<p>Provide assistance to colleagues to integrate the principles of inclusive education in the learning programmes</p>	<p>Provide models and latest experiences of inclusive education for learning programmes in the school</p>
<p>5.5 Holistic education</p>	<p>Demonstrate knowledge and understanding of the concept of holistic education with respect to the development of the learner</p>	<p>Organize learning activities using knowledge of holistic education of the learner</p>	<p>Assist colleagues to utilise knowledge of holistic education in the development of learning programmes</p>	<p>Review and enhance the application of holistic education principles in learning programmes</p>
<p>5.6 Identification of Students with special needs</p>	<p>Demonstrate knowledge and understanding of the strategies for identification of students with special needs such as those physically, socially or psychologically challenged as well as the talented and gifted</p>	<p>Design systems and instruments for identification of students with special needs</p>	<p>Provide models and assistance to colleagues to design systems and instruments for identification of students with special needs</p>	<p>Lead review and innovation in the identification of learners with special needs; and provide statistical and research evidence on learners with special needs</p>

STANDARD 5: Know physical, socio-cultural and psychological characteristics of learners (continued)

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
5.7 Treatment of learners with special needs	Demonstrate knowledge and understanding of strategies for handling students with special needs including counselling and referral to professional care and services where necessary	Incorporate appropriate strategies in learning activities based on understanding of the characteristics of learners with special needs; and establish links with referral facilities for assistance to such learners	Support colleagues in the development of strategies for optimal learning, care and handling of learners with special needs	Provide research avenues to deepen understanding of strategies for handling learners with special needs and the role of care givers and other professionals in handling the learners
5.8 Stages in physical, emotional, social and cognitive development of learners	Demonstrate knowledge and understanding of the stages in the physical, emotional, social and cognitive development of learners in line with the socio-psychological theories of child development and how they affect learning	Use instructional strategies based on the understanding of the stages in the physical, emotional, social and cognitive development of children in line with the socio-psychological theories of child development and how they affect learning	Select from a variety of teaching strategies the best that suit the physical, emotional, social and cognitive development of learners	Lead colleagues to select and enhance the best teaching strategies utilising understanding of the stages in the physical, emotional, social and cognitive development of learners
5.9 Sequencing and progression in learning	Demonstrate knowledge and understanding of sequencing and progression in learning in accordance with the developmental stages of learners	Design and implement learning strategies utilising knowledge and understanding of sequencing and progression in learning in accordance with the developmental stages of learners	Provide expertise and collaborate with colleagues to develop learning programmes that take cognisance of sequencing and progression in line with developmental stages of learners	Develop and promote innovative strategies for sequencing and progression of learning activities in line with developmental stages of learners
Assessment Guide/ Indicators	<ul style="list-style-type: none"> i. Presentations on the concepts and their characteristics ii. Access, familiarity and explanation of contents of national and international policy documents regarding the issues iii. Posters depicting the relationship between educational theory and practice iv. Students with special needs –Report of observations, diagnosis and treatment v. Maps and charts about disabilities 			

STANDARD 6: Know how to assess learners

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
6.1 Philosophies, approaches, types and choice of assessments	Demonstrate knowledge and understanding of the philosophies underlying assessment and the various approaches to developing assessments, their application, merits and demerits	Design and implement a variety of assessment strategies and instruments that integrate appropriate philosophies	Evaluate and improve learning assessment strategies and instruments and ensure that they embody the critical philosophical foundations	Lead research and development of learning assessment strategies and instruments in accordance with international best practices

STANDARD 6: Know how to assess learners *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
6.2	Reporting of assessments	Demonstrate knowledge and understanding of the need to report assessment and those entitled to the report	Utilise knowledge and understanding of the relevance of assessment reports and stakeholders entitled to them	Provide support to colleagues in understanding and appreciating the importance of assessment reports and stakeholders entitled to them	Lead initiatives to enhance the appreciation of assessment reports and stakeholders entitled to them
6.3	Records of assessment	Demonstrate knowledge and understanding of the need to develop and secure database of assessments	Apply knowledge and understanding of assessment records to create secure database of results of learning activities	Support colleagues to develop innovative records and database of learner assessments	Monitor, evaluate and improve the creation of records and database of learning assessments
6.4	Application/uses of assessments; and selection of appropriate assessments for specific situations	Demonstrate knowledge and understanding of the application/uses of assessments	Apply knowledge and understanding of the uses of assessments in design learner learning assessment	Provide models and advice to colleagues on the application/uses of assessments	Lead initiative to expand and transform the application and utilisation of learning assessments
6.5	Ethical issues in assessment				
Assessment Guide/ Indicators		<ul style="list-style-type: none"> i. Familiarity and interpretation of the concepts ii. Explanation of rationale for types and uses of assessment tools and strategies iii. Explanation of relationship between educational theory and practice with respect to the concepts in this section iv. Presentations, demonstrations, charts, posters, etc. on assessments v. Assessment reports and evidences of feedback to learners and parents/guardians 			

STANDARD 7: Know fundamentals of education governance and channels of communication

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
7.1	Levels and roles of education governance	Demonstrate knowledge and understanding of the levels and roles of governance at the school, district and national levels	Apply knowledge and understanding of the levels and roles of governance at the school, district and national levels in the design of learning activities	Provide to colleagues models of best practices in the knowledge of levels and roles of governance at the school, district and national levels	Create best cases for understanding levels and roles of governance at the school, district and national levels and lead research for improvement of knowledge of the roles

STANDARD 7: Know fundamentals of education governance and channels of communication *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
7.2	Channels of communication	Demonstrate knowledge and understanding of the channels of communication for various matters related to instruction, employment, and professional matters	Consider the appropriate channels of communication while designing learning instructions and dealing with related issues	Assist colleagues to enhance knowledge of communication channels for various instructional, academic and professional needs	Promote better understanding of the communication channels for various purposes in and outside the school
7.3	The teacher as instructional leader	Demonstrate knowledge and understanding of the key roles of the teacher as an instructional leader	Utilise knowledge of the key roles of the teacher as an instructional leader in planning and design creative learning activities and maximizing learning opportunities for students	Support colleagues to make the best use of their knowledge as instructional leaders to design and promote exciting and result oriented learning programmes	Lead initiatives to deepen knowledge and understanding of the functions of a teacher as instructional leaders and avenues open to teachers to create learning programmes and school of excellence
7.4	School leadership and management	Demonstrate knowledge and understanding of basic school leadership and management	Apply knowledge of the leadership and managerial roles of the teacher in designing learning programmes and serving the school in various other capacities	Advise and support colleagues to enhance knowledge of the teachers' leadership and managerial roles and their application in instructional designs and routine operations	Evaluate and improve the school's understanding of the teacher's leadership and managerial roles and their application to instructional designs and routine operations
Teacher Assessment Guide/ Indicators		<ul style="list-style-type: none"> i. Identification, analysis and application of levels of governance, channels of communication and other key issues in this section ii. Functional administrative structure in the school – e.g. Organizational chart iii. Leadership structure chart among the learners that are visible (school prefects, duty rosters) iv. Communication – Samples of communication models in the school v. Structure of educational governance in Sierra Leone 			

CHAPTER THREE: PROFESSIONAL PRACTICE

STANDARD 8: Plan learning activities and programmes

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
8.1	Long and short term learning programmes	Understand strategies and implications of plans of learning programmes for the session, term, month and week in alignment with national curriculum, internal and external examinations and school calendar as the case may be	Develop plans of learning programmes for the session, term, month and week in alignment with national curriculum, internal and external examinations and school calendar as the case may be	Support colleagues in the development plans of learning programmes for the session, term, month and week in alignment with national curriculum, internal and external examinations and school calendar as the case may be and ensuring collaboration at cluster levels where possible	Lead articulation on very realistic plans of learning programmes for the session, term, month and week in alignment with national curriculum, internal and external examinations and school calendar as the case may and ensuring they meet national policies and guidelines and suit the overall school programme and calendar
8.2	Scheme of work	Demonstrate understanding and ability to develop scheme of work based on curriculum and syllabus requirements	Design scheme of work based on the national curriculum and syllabus	Interpret the national curriculum and syllabus and provide guidelines to colleagues for development of effective schemes of work that incorporates social skills, critical thinking skills, practical skills, problem-solving, enquiry based learning and other modern strategies for learning	Ensure that the scheme of work is balanced in terms of development of the domains of learning founded on priorities stated in the curriculum and syllabus, and introduce alternative methods to incorporate emerging issues
8.3	Lesson plan	Demonstrate understanding of the structure, content and relevance of lesson plans	Design lesson plans that are appropriate to the interests, age, developmental stage, previous knowledge and other characteristics of the learners	Offer advice and support to colleagues to design lesson plans that are appropriate to the interests, age, developmental stage, previous knowledge and other characteristics of the learners	Lead colleagues to exhibit best cases of lesson plans and demonstrate their implications for various developmental stages and learner characteristics
8.4	Develop lesson note	Write out lesson notes of each lesson giving the subject content, clear objectives and illustrations, sequenced according to the procedure stated in the lesson plan	Develop lesson notes that encompass all requirements for given lesson and subjects	Lead improvement in the system of lesson note development that achieves the best for the learner and also takes cognisance resource constraints within the school and environment without compromising quality	Initiate research and development to advance the quality of lesson notes in for subjects and in the school

STANDARD 8: Plan learning activities and programmes *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>8.5 Mastery of subject</p>	<p>Demonstrate mastery of the subject matter as evidenced in the quality of lesson plans, learning objectives, content of subject matter, methodology of delivery, assessment and evaluation strategies, compliance with curriculum requirements and overall structure and articulation of the lesson plan and notes</p>	<p>Identify and strengthen the use of critical issues within the subject matter in conformity with the lesson plan, learning objectives, teaching methodology, assessment and evaluation strategies and relate to other subjects</p>	<p>Be familiar with and guide the identification of critical issues within the subject matter in conformity with the lesson plan, learning objectives, teaching methodology, assessment and evaluation strategies and relate it to other subjects</p>	<p>Provide colleagues with research findings, expertise and models of best practices in the subject matter and related it to other subjects</p>
<p>8.6 SMART and challenging learning objectives</p>	<p>Demonstrate understanding of learning objectives that are SMART, that is to say, specific, measurable, achievable, reliable and time-bound and that the objectives are challenging enough to inspire and spur spirit of enquiry and creative thinking in the learners</p>	<p>Design learning objectives that are SMART, that is to say, specific, measurable, achievable, reliable and time-bound and that the objectives are challenging enough to inspire and spur spirit of enquiry and creative thinking in the learners</p>	<p>Support colleagues and provide advice for development of high quality learning objectives that are SMART (specific, measurable, achievable, reliable and time-bound) and that the objectives are challenging enough to inspire and spur spirit of enquiry and creative thinking in the learners</p>	<p>Lead initiatives for the development of learning objectives that are capable of transforming learning and leading to excellence in school achievement</p>
<p>8.7 Progression of lesson objectives</p>	<p>Demonstrate understanding of the progression of lesson objectives and the principles of logic behind them</p>	<p>Design lesson objectives to be progressive, moving from simple to complex, concrete to abstract and take cognisance of other critical principles of learning</p>	<p>Mentor colleagues on the designing of lesson that are progressive and meets all relevant requirements of logic and progressive development</p>	<p>Provide best practices to transform the quality of lesson objectives that are progressive and address all requirements of logic and progressive development</p>
<p>8.8 Sequenced subject content</p>	<p>Arrange content of the subject in sequence with learning objectives, stages of learner development and other prescriptions of theories of learning and stages of human development with special reference to the syllabus</p>	<p>Ensure that subject content is logically sequenced and that it covers all aspects of the lesson objectives and recognises individual learner differences and environmental factors</p>	<p>Initiate and take responsibility for quality of subject content to guarantee that it aligns with all aspects of the lesson objectives, individual learner differences and environmental factors</p>	<p>Review the quality of subject contents and provide guidelines for their regular update and improvement in line with growing knowledge and evidences</p>
<p>8.9 Prior assessment outcomes</p>	<p>Analyse the possible outcomes of previous assessments and their implication for current subject content and lesson plan</p>	<p>Interpret and apply the outcome of previous assessments in current subject content and lesson plan</p>	<p>Model and support colleagues to integrate the outcomes of previous assessments in their current content and plan</p>	<p>Lead development of knowledge and application skills in the utilisation of results of previous assessments</p>

STANDARD 8: Plan learning activities and programmes *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
8.10	Global and wider curriculum needs	Demonstrate understanding of lesson content and plans that take cognisance of global trends and cross-cutting issues of the various subjects and disciplines	Design lesson content and plans to take cognisance of global trends and cross-cutting issues of the various subjects and disciplines	Advise and support colleagues to design lesson content and plans to take cognisance of global trends and cross-cutting issues of the various subjects and disciplines	Lead colleagues knowledge and skills in the construction of lesson content and plans that meet global trends and cross-cutting issues of the various subjects and disciplines
8.11	Gathering of instructional materials needed for the subject	Describe strategies for identification and accessing of instructional resources relevant to subject matter	Identify and access instructional resources critical for the delivery of the lesson objectives	Offer guidance to colleagues on how to best identify and access instructional resources critical for the delivery of the lesson objectives	Create a repertoire of sources of best instructional resources for high quality delivery of learning activities and constantly link the school to best sources of instructional resources
8.12	Improvisation of instructional resources	Recognise and understand the requirement for improvisation of instructional materials where there is none or limited materials	Improvise instructional materials where there is none or limited materials	Provide models to colleagues on the improvisation of instructional materials	Build capacity of colleagues to develop exceptional instructional resources related to subject
8.13	Internet based resource materials	Recognise that the internet has a rich and amazing repertoire of instructional materials and therefore is often source for instructional resources from the internet	Make the internet a handy and useful source of instructional materials and demonstrate sufficient skills for accessing resources from the internet	Provide mentoring to colleagues for the best sites and skills for accessing and retrieval of instructional resources for a variety of lesson objectives and subject matters	Lead the improvement of awareness of the internet as a rich source of relatively inexpensive transformational instructional materials and development skills of colleagues for accessing, retrieving and using the resources
8.14	Team planning where applicable, and inter-disciplinary/whole approach	Understand the benefits of teaching as a team and the variety of roles and support that team members offer	Plan as a team of teachers as much as possible for mutual support and more comprehensive learning design	Provide support to colleagues to plan and execute learning programmes as a team	Lead colleagues to the deeper understanding of the valuable contributions of team work and promote the acquisition of interpersonal skills that enhance team spirit
8.15	Teaching methods	Describe a variety of appropriate teaching methods and strategies for specific topics and lessons	Select and use appropriate teaching methods and strategies for specific topics and lessons	Review and advise colleagues on the adequacy of teaching methods and strategies that they use and how to enhance them	Initiate research and development to keep the school abreast of emerging teaching strategies and international best practices

STANDARD 8: Plan learning activities and programmes *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>8.16 Classroom teaching arrangement</p>	<p>Demonstrate understanding of learners sitting position in class that take cognisance of their characteristics, outcome of previous assessments and environmental factors</p>	<p>Arrange learners sitting position in class taking cognisance of their characteristics, outcome of previous assessments and environmental factors</p>	<p>Provide advice to colleagues on how to improve the arrangement of learners in class cognisance of their characteristics, outcome of previous assessments and environmental factors</p>	<p>Evaluate learners' sitting position in class and provide guidelines and alternative approaches to enrich learning activities and address learner characteristics and outcome of previous assessments</p>
<p>8.17 Grouping of learners</p>	<p>Seek and apply skills in learner groupings to enhance class work and promote learning and participation</p>	<p>Use a variety of learner grouping strategies, group work and projects to promote heightened learning and participation</p>	<p>Model effective practice and take responsibility for grouping of learners ensuring that learners perform optimally by working in groups</p>	<p>Initiate strategies and lead colleagues to review and enhance their strategies for grouping learners and identifying the appropriateness of grouping for respective subject matters and learning activities</p>
<p>8.18 Management of large class size</p>	<p>Describe strategies for the management of large class size</p>	<p>Utilise a variety of strategies to manage large class size (e.g. good understanding of multi-grade teaching strategies)</p>	<p>Model and share experiences on the use of the strategies to manage large class size and the forms of professional and technical support available in doing this</p>	<p>Initiate and lead research on the strategies for managing large classes and develop network to support lessons for large classes in the school</p>
<p>8.19 Differentiation of learning activities.</p>	<p>Demonstrate understanding of how to differentiate learning activities in accordance with diversity and individual differences of learners</p>	<p>Apply knowledge on the differentiation of learning activities in accordance with diversity and individual differences of learners</p>	<p>Support colleagues to differentiate learning activities in accordance with diversity and individual differences of learners</p>	<p>Initiate and lead action research on the different learning activities in accordance with diversity and individual differences of learners</p>
<p>8.20 Availability of lesson plans</p>	<p>Describe the need to make lesson plans and teaching records accessible to heads of department or school authority when a teacher is absent from school</p>	<p>Ensure that lesson plans and teaching records are made accessible to heads of department or school authorities in case of absence of a teacher</p>	<p>Guide staff to make lesson plans and teaching records accessible to heads of department or school authority to help in dealing with emergency situations where a teacher is absent</p>	<p>Mentor teachers on how to deal with emergencies leading to absence and ensure compliance</p>

STANDARD 8: Plan learning activities and programmes *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>8.21 English language</p>	<p>Demonstrate understanding of how lessons are developed that are grammatically correct in the use of the English language and create a learning environment that promotes the language of instruction as this impacts on the learner's ability to grasp the subject matter</p>	<p>Apply strategies to promote English language competence across the curriculum</p>	<p>Develop and apply lessons that are grammatically correct in the use of the English language and create a learning environment that promotes the language of instruction as this impacts on the learner's ability to grasp the subject matter</p>	<p>Lead improvement in the development of lessons that are grammatically correct in the use of the English language and create a learning environment that promotes the language of instruction as this impact on the learner's ability to grasp the subject matter</p>
<p>8.22 Local languages</p>	<p>Develop lessons that are sound grammatically in use of local languages for subjects where prescribed and create a learning environment that promotes the language of instruction</p>	<p>Integrate local languages for subjects where prescribed and create a learning environment that promotes the language of instruction</p>	<p>Support colleagues to develop and integrate local languages for subjects where prescribed and create a learning environment that promotes the language of instruction</p>	<p>Evaluate the efficacy of use of local languages in instructions and lead improvement activities and programmes in the school</p>
<p>8.23 African/Sierra Leonean culture</p>	<p>Demonstrate understanding of the need to integrate and promote African/Sierra Leonean culture learning activities and programmes in the school</p>	<p>Integrate and promote African/Sierra Leonean culture in lesson designs, drawing instructional materials, resource persons and models and using local examples as much as possible</p>	<p>Develop and share with colleagues a resource base of African/Sierra Leonean cultures that may be integrated and integrate them in learning activities and programmes</p>	<p>Lead and implement best practices in culture integration in learning and create advocacy platforms in the school to motivate both teachers and students to value the integration of local culture in education</p>

**Assessment Guide/
Indicators**

- i. Annual and terminal calendar of events
- ii. Availability of strategic plans, curriculum, time table and plan of work with teacher
- iii. Prepared scheme of work and notes where applicable
- iv. Instructional materials, custom-made, improvised, etc.
- v. Teaching methodology – observation, display of teaching aids and models of teaching methodology
- vi. Ability of learners – correct answers for questions
- vii. Product of learners' group – projects, reports
- viii. All plans and programmes must be responsive to gender, special needs and aspects of learner diversity and variety learning contexts such as multi-grade, education in emergency situations, etc.

STANDARD 9: Deliver lessons

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
9.1 Management of classroom activities	Demonstrate understanding of the management of classroom learning activities in accordance with prior plan and designs	Manage classroom learning activities in accordance with prior plan and designs	Develop and share with colleagues strategies for management of classroom learning activities in accordance with prior plan and designs	Demonstrate and lead best practices in the management of learning programmes in the school
9.2 Classroom atmosphere and positive learner attitude	Understand how to set the tone of the class positively; and how to establish rapport with learners and create friendly and inspirational social atmosphere, using story-telling, humour, eye-contact, body language, or other appropriate techniques	Set the tone of the class positively; establish rapport with learners and create friendly and inspirational social atmosphere, using story-telling, humour, eye-contact, body language, or other appropriate techniques	Take responsibility for reviewing and improving class atmosphere and the establishment of rapport between teachers and learners	Evaluate classroom atmosphere and rapport between teachers and learners with a view to offering guidance and designing and implement remedial activities and programmes
9.3 Classroom discipline	Demonstrate knowledge of how to create humane classroom discipline in a fair and equitable manner	Enforce humane classroom discipline in a fair and equitable manner that inspires confidence and trust of learners about impartiality of the teacher and encourages voluntary compliance with classroom rules and regulations by learners	Take responsibility for advising colleagues and helping to improve classroom discipline, ensuring balance that both teachers and learners build trust and have a positive view and attitude towards correctional measures in class	Overview the enforcement of classroom discipline ensuring that fundamental objectives of learning are achieved without breaching rights and safety of learners as a consequence of disciplinary measures
9.4 Entry behaviour	Demonstrate good entry behaviour appropriate to the mood, characteristics and previous knowledge of learners as well as environmental factors, with emphasis on being learner-friendly	Exhibit and enhance entry behaviour appropriate to the mood, characteristics and previous knowledge of learners as well as environmental factors, with emphasis on being learner-friendly	Serve as model for entry behaviour appropriate to the mood , characteristics and previous knowledge of learners as well as environmental factors	Mentor colleagues to transform their capacity for creating high impact entry behaviours
9.5 Legible/Clear handwriting	Demonstrate effective and legible handwriting and good use of writing boards and flip charts in the class	Employ effective handwriting and good use of writing boards and flip charts in the class	Mentor colleagues on the use of effective handwriting and good use of writing board and flip charts in the class to deliver high quality learning activity	Lead initiatives to improve handwriting skills of colleagues and understand the applicability of the skills to different learning programmes, and the versatile ways to use writing boards, flip charts and related resources

STANDARD 9: Deliver lessons *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
9.6	Instructional communication	Understand the use of effective instructional communication strategies that entail both verbal and non-verbal approaches; positive use of language; and clear and audible speech to ensure optimal learner engagement	Use effective instructional communication strategies that entail both verbal and non-verbal approaches; positive use of language; and clear and audible speech to ensure optimal learner engagement	Model effective use of instructional communication strategies that entail both verbal and non-verbal approaches; positive use of language; and clear and audible speech to ensure optimal learner engagement	Generate more best cases in the use of effective instructional communication strategies and lead colleagues to enhance their communicational abilities in learning programmes
9.7	Educational technologies	Understand the application of ICT and other related educational technologies to facilitate delivery of learning activities, including audio-visual hard and software	Apply ICT and other related educational technologies to facilitate delivery of learning activities, including audio-visual hard and software	Develop a culture of the use of ICT and other related educational technologies to facilitate delivery of learning activities and programmes	Demonstrate best cases of the application of ICT and other related educational technologies to facilitate delivery of learning activities and programmes in the school
9.8	Instructional aids	Apply appropriate variety of instructional aids to create near-reality situations, enhance impact of lessons and boost comprehension and internalisation of lessons by learners	Utilise appropriate variety of instructional aids to create near-reality situations, enhance impact of lessons and boost comprehension and internalisation of lessons by learners	Source and use appropriate variety of instructional aids to create near-reality situations, enhance impact of lessons and boost comprehension and internalisation of lessons by learners	Lead colleagues in the identification, selection and utilisation of appropriate instructional aids and seek to enhance the reservoir of instructional aids in the school
9.9	Presentation of lessons	Understand the presentation of lessons and how to present content sequentially and logically as designed in the lesson plan	Present lessons and introduce the contents sequentially and logically as designed in the lesson plan	Support colleagues to present lessons with concise content and able to engender critical thinking and maximum learner participation	Monitor and evaluate presentation of lessons by colleagues and advising on how to achieve best results
9.10	Learner-centered	Demonstrate understanding of a lesson that is interactive and engaging learner attentions, utilising individualized instructions and varied techniques suitable to diversity among learners	Implement lessons in a way to promote learner interaction and engage learner attention, utilising individualized instructions and varied techniques suitable to diversity among learners	Model high level lessons that spur learner interaction and engage learner attentions and also guide colleagues on the utilisation of individualized instructions and varied techniques suitable to diversity among learners	Initiate and lead new ideas of learner-centred strategies and implementation

STANDARD 9: Deliver lessons *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>9.11 Group approaches</p>	<p>Demonstrate knowledge of a variety of group techniques to make learning exciting and participatory, for instance group project, experimentation, problem-solving, group discussion, action research, role plays and practical work during lessons and effectively supervise the process</p>	<p>Apply a variety of group techniques to make learning exciting and participatory, for instance group project, experimentation, problem-solving, group discussion, action research, role plays and practical work during lessons and effectively supervise the process</p>	<p>Support colleagues to determine best group techniques and how to apply them in real life to create learning exciting and participatory, for instance group project, experimentation, problem-solving, group discussion, action research, role plays and practical work during lessons and effectively supervise the process</p>	<p>Work with colleagues to modify and enhance knowledge and skills of the utilisation of group techniques in delivery of learning programmes</p>
<p>9.12 Learners with special needs</p>	<p>Describe the characteristics of learners with special needs and the types of instructional communication and resources that suit them</p>	<p>Identify learners with special needs learners and adapt instructional communication and resources to suit them</p>	<p>Develop instruments for easy identify learners with special needs and design instructional communication and resources that suit them</p>	<p>Lead colleagues to deepen knowledge and understanding about learners with special needs and global trends in their education</p>
<p>9.13 Equality of learning opportunities</p>	<p>Recognise the need for an entire strategy for learning delivery to provide equality of learning opportunity to all learners</p>	<p>Ensure that entire strategy for learning delivery guarantees the equality of learning opportunity to all learners</p>	<p>Support colleagues to ensure that the entire strategy for learning delivery provides for equality of learning opportunity to all learners</p>	<p>Review entire learning designs and opportunities provided people with special needs and implement finding on how best to improve their participation and educational outcome</p>
<p>9.14 Spirit of enquiry and critical thinking</p>	<p>Know and understand how to create learning opportunities that catalyse the spirit of enquiry and critical cum reflective thinking in the learners</p>	<p>Apply knowledge of learning strategies to boost critical and reflective thinking in learners</p>	<p>Model high level strategies for creating learning activities characterised by the spirit of enquiry, critical thinking and motivation for learning</p>	<p>Monitor and review strategies of teaching and learning to ensure they result in high impact learning</p>
<p>9.15 Questioning techniques</p>	<p>Understand techniques to distribute questions evenly among learners, treating respondents with courtesy, guiding their responses to correct answers and motivating learners to enthusiastically ask questions and make valuable contributions to subject matter in order to develop critical in the learners.</p>	<p>Distribute questions evenly among learners, treating respondents with courtesy, guiding their responses to correct answers and motivating learners to enthusiastically ask questions and make valuable contributions to subject matter, in order to develop critical in the learners.</p>	<p>Support colleagues to implement best cases of questioning techniques that are fair to all students and promote active participation and contribution of ideas by learners to learning programmes.</p>	<p>Evaluate questioning techniques and lead initiatives to entrench acquire and implement best practices in questioning techniques.</p>

STANDARD 9: Deliver lessons *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
9.16 Reinforcement of learning	Demonstrate understanding of the need and strategies for reinforcing and motivating learners in the course of the learning using a variety of reward strategies	Reinforce and motivate learners in the course of the learning using a variety of reward strategies	Design and implement strategies for reinforcing and motivating learners in the course of the learning using a variety of reward strategies	Lead and support colleagues to utilise best reinforcement and motivation of learners in the course of the learning using a variety of reward strategies
9.17 Holistic education	Explain the concept of holistic education and its application for instructional purposes	Use instructional strategies that capture all domains of the learner in terms of psychomotor, affective and cognitive domains for balanced educational development	Guide and support colleagues to target holistic development of learners using instructional strategies that capture all domains of the learner in terms of psychomotor, affective and cognitive domains for balanced educational development	Institute and lead action research to deepen knowledge and practice of holistic education and how the instructional strategies can best be used to achieve this
9.18 Time management	Demonstrate understanding of time management in the delivery of lesson	Allocate and manage suitable times for sections of the lesson and ensure balance between times for lesson delivery and learners' participation in learning activities	Serve as model and provide support to colleagues on the allocation and management of time in lesson delivery	Evaluate, revise and advice colleagues on the management of time given to each activity during the lesson
9.19 Attendance records	Demonstrate knowledge of the use of attendance records in class activities	Take attendance of learners during classes and make learners aware of the importance of their punctuality and regular attendance at classes	Evaluate attendance records practices and provide guidance to colleagues	Review knowledge and practices of attendance records and support colleagues to adhere to best practices
9.20 Care of classroom facilities	Demonstrate understanding of requirements for care and handling of classroom furniture, instructional materials and equipment during lesson delivery	Handle with care classroom furniture, instructional materials and equipment during lesson delivery	Ensure that classroom furniture, instructional materials and equipment during lesson delivery are handled in safe and proper manner	Help colleagues to advance knowledge and skills for the proper handling of classroom facilities and infrastructure
9.21 Review of outcome of previous assignments	Demonstrate knowledge of how to revise previous assignments in class to assist learners discover their strengths and weaknesses	Revise previous assignments in class to assist learners discover their strengths and weaknesses	Support colleagues to revise outcomes of previous assignments in the class and integrate such in the strategies for future improvement of learning programmes	Review and implement approaches for integration of outcomes of previous assessments in current and future learning programmes

STANDARD 9: Deliver lessons *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
9.22 Lesson summary	Show knowledge and understanding of skills for summarising and concluding presentation at the end of lessons	Summarize and conclude lessons effectively to draw attention of learner to key words and issues	Model high impact summary and conclusion of lessons that effectively assist learners to grasp and internalize keep points and steps in the presentation	Monitor and evaluate practices summaries and conclusion on learning programme to eliminate weaknesses and promote effective practices

**Assessment Guides/
Indicators**

- i. Teaching time-table/duty roster on wall
- ii. Motivated and happy learner – friendly class environment
- iii. Fair and impartial teachers: Firm enforcement of discipline
- iv. Friendly and approachable teacher; good learning outcomes
- v. Legible writing skills
- vi. Clear and audible engagement with learners
- vii. Availability of ICT equipment to promote digital literacy
- viii. Appropriate and relevant aids; reinforcement of comprehension
- ix. Delivery or demonstration of well-structured lessons; logical and sequential presentation of topics; teacher demonstrates mastery of subjects
- x. Interactive and engaging lessons; teaching adapted to the needs of all learners
- xi. The art of questioning to cultivate critical thinking
- xii. Lessons that capture cognitive, affective and psychomotor domains
- xiii. Maximize time; teachers/learners attend school/classes on time, ensure coverage of syllabus within the stipulated time; timely submission of marks
- xiv. Class attendance register and statistics maintained; progress records of learners kept
- xv. Take good care of school property; Inventory of school available
- xvi. Teacher is able to provide suggestions and guidance for improvement of grades
- xvii. Variety of assessments - evaluate and assess learners through verbal and written tests/ exams; analyze feedback
- xviii. Types, use and appropriateness of instructional strategies
- xix. Types, use and appropriateness of instructional aids
- xx. Instructional aids at the subject corner
- xxi. Flip charts
- xxii. Quality of speech – being audible during lesson delivery
- xxiii. Distribution of questions
- xxiv. Annual reports about teachers by their supervisors or principal

STANDARD 10: Assess learning

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
10.1	Evaluate personal performance	Demonstrate knowledge of how to conduct self-assessment after lesson delivery and the importance of the exercise	Conduct self-assessment of lesson delivery using the lesson plan and other relevant authorities as criteria so as to develop strategies for future performance that align with lesson plans where performance fails to meet expectation; and through other strategies such as peer review or interaction with students	Provide guidance and support to colleagues to conduct self-assessment of lesson delivery using the lesson plan and other relevant authorities as criteria so as to develop strategies for future performance that align with lesson plans where performance fails to meet expectation; and through other strategies such as peer review or interaction with students	Initiate model approaches for self-assessment by colleagues and ensure their improvement in accordance with the outcomes of the assessment
10.2	Test blueprint	Demonstrate knowledge of how to prepare a test blueprint for guide and utilisation in administering assessments	Prepare a test blueprint for guide and utilisation in administering assessments	Design, select and implement blueprint for guide and utilisation in administering assessments	Lead the design and implementation of test blueprints and ensure their application in future lesson delivery and assessments
10.3	Marking schemes	Show understanding of the preparation and application of marking schemes and grading systems	Prepare and apply marking schemes and grading systems in all assessments	Support colleagues to prepare and apply marking schemes and grading systems in all assessments	Lead initiatives to develop marking schemes and assessment systems best suited to programmes in the school
10.4	Assessment strategies	Demonstrate an understanding of multiple assessment strategies to cater for diversity of learner backgrounds and make for a more comprehensive evaluation of learning	Adopt multiple assessment strategies to cater for diversity of learner backgrounds and make for a more comprehensive evaluation of learning	Design and implement multiple assessment strategies to cater for diversity of learner backgrounds and make for a more comprehensive evaluation of learning	Lead research and development on assessment strategies for best learner and school achievement
10.5	Nature of assessments	Demonstrate knowledge of the variety of assessments and issues they cover	Apply various assessments approaches to cover all dimensions — continuous assessment, integrative assessment, formative assessment, diagnostic assessment, and summative assessment, among others	Design, select and implement tools and strategies for various assessments approaches that cover continuous assessment, integrative assessments, formative assessment, diagnostic assessment, and summative assessment, among others	Lead initiatives to support colleagues with knowledge, skills and diversity of assessment approaches, skills and instruments

STANDARD 10: Assess learning *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
10.6	Domains of learning	Demonstrate understanding of the domains of learning and the variety of assessment strategies to be used	Cover all domains of learning using the variety of assessment strategies to be used	Support colleagues with guidance and skills to comprehensively cover domains of learning and the application of appropriate assessment strategies	Lead colleagues to deepen knowledge of the domains and skills for evaluating them in learning programmes
10.7	Team and peer assessments	Demonstrate an understanding of the relevant circumstances that may warrant design and conduct assessments in collaboration with other teachers	Design assessments in collaboration with other teachers and where possible utilise peer assessment techniques	Model high impact design and conduct of assessments in collaboration with other teachers and where possible utilise peer assessment techniques	Lead and advise colleagues on how to make the best of team and peer assessments for teacher and learners
10.8	Validity and reliability of assessments	Identify strategies for determining validity and reliability of assessment instruments	Construct assessments that are valid and reliable when subjected to relevant construct analysis, matched against the curriculum and statistically tested.	Support colleagues to construct and implement assessments that are valid and reliable when subjected to relevant construct analysis, matched against the curriculum and statistically tested	Establish the validity and reliability of assessment instruments of colleagues and use the findings to provide benchmarks for assessments in the school
10.9	SMART assessments	Demonstrate understanding assessments that are SMART – specific, measurable, achievable, reliable and time-bound	Construct assessments that are SMART – specific, measurable, achievable, reliable and time-bound	Support colleagues to construct assessments that are SMART – specific, measurable, achievable, reliable and time-bound	Lead initiatives to evaluate the conformity of assessment with SMART provisions and provide benchmarks for guidance in the school
10.10	Matching assessment with lesson objectives	Relate assessment to lesson objectives and areas of study covered	Design assessments that match lesson objectives and areas of study covered	Provide colleagues with advice to enhance the concordance between assessment and lesson objectives	Evaluate the coherence between assessment and lesson objectives and establish benchmarks for achieving best results
10.11	Preparation of learners for assessment	Demonstrate knowledge of how to prepare learners for assessments depending on the context, giving notices and instructions as well as rules and regulations for assessments	Prepare learners for assessments depending on the context, giving notices and instructions as well as rules and regulations for assessments	Provide support and advice for preparing learners for assessments depending on the context, giving notices and instructions as well as rules and regulations for assessments	Review from time to time practices concerning preparation of learners for assessment

STANDARD 10: Assess learning (continued)

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
10.12	Administration of assessments	Describe strategies for administering and supervising assessments in consonance with prior determined strategies if they are class-based	Administer and supervise assessments in consonance with prior determined strategies if they are class-based	Work with colleagues to review and enhance the administration and supervision of assessments in consonance with prior determined strategies if they are class-based	Provide networks and platforms to support colleagues with knowledge and expertise in the administration and supervision of assessments
10.13	Homework	Describe types of home work that may be given to learners and rules guiding such assignments	Give learners work to do at home to meaningfully occupy them when out of class, as well as guidelines to ensure that learners can conveniently execute them at home	Collaborate with colleagues to assist them with design of homework and provision of guidelines to learners	Lead action research and implementation of best practices in take-home assignments
10.14	Fairness in assessments	Demonstrate knowledge of the need to be fair in learner assessments while observing highest ethical standards	Implement learner assessments while observing highest ethical standards	Guide colleagues to ensure assessments that are best on the highest ethical standards	Develop ethical standards to guide assessments in the school and link it to professional standards and other statutory provisions
10.15	Feedback to learners and other stakeholders	Describe the variety of results reports and the stakeholders entitled to have them and why	Utilise variety of strategies to provide results reports and give learners feedback about their achievements and to relevant authorities and stakeholders such as parents and guardians	Work with colleagues to ensure accurate reporting of assessments and feedback to all relevant stakeholders entitled to them	Evaluate and revise results reporting and feedback systems to ensure that the quality of reports are the best and that all relevant stakeholders get timely reports
10.16	Acting on outcome of assessments	Demonstrate knowledge of how to use outcomes of assessments for improvement of learning programmes	Design and implement relevant intervention strategies to address necessary outcomes of the assessment – remedial programmes, counselling, and other related matters	Support colleagues to select and implement effective intervention strategies to address necessary outcomes of the assessment – remedial programmes, counselling, and other related matters	Demonstrate and lead by example the application of assessment outcomes in intervention programmes
10.17	Records of assessments	Describe the importance of maintaining records and a database of assessment for diverse purposes and future reference	Maintain records and a database of assessment for diverse purposes and future reference	Work with colleagues to design records and make best storage of records and a database of assessment for diverse purposes and future reference	Monitor and evaluate the practices associated with safety or results records and bring best practices for application in the school

STANDARD 10: Assess learning (continued)

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
Assessment Guides/ Indicators	<ul style="list-style-type: none"> i. Record of teacher’s self-assessment of own performance; rudimentary/critical, self-assessment reports ii. Types, use and appropriateness of assessment strategies, and tools (test blueprints, marking schemes) iii. Terminal assessment of the different domains iv. Records of team and peer assessments v. Benchmarks for making assessments SMART vi. SMART assessments aligned with lesson objectives vii. Records of fair homework to learners viii. Record of feedback from assessments and corrective actions ix. Guidance and Counseling departments in schools x. Lesson delivery and assessment reports based on test blueprints xi. Availability of good lesson plans and lesson notes xii. Coverage of topics and scheme of work xiii. Outcome of interaction between teacher and learners xiv. Reports of continuous assessment xv. Notes to the parents on important academic issues 			

STANDARD 11: Participate in and supervise extracurricular activities

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
11.1 Participation in decision-making	Demonstrate knowledge of the various membership, leadership and management activities within and outside the school and the decision-making processes	Serve in various membership, leadership and management activities within and outside the school and participate in decision- making that affects teaching and learning in the school, district and nation	Work with colleagues to take part in various membership, leadership and management activities within and outside the school and participate in decision- making that affects teaching and learning in the school, district and nation	Provide guidance and specialist information to colleagues to facilitate their services in various membership, leadership and management activities within and outside the school and their participation in decision-making that affects teaching and learning in the school, district and nation.
11.2 Organize programmes and learning opportunities beyond the classroom	Demonstrate knowledge about organization of cross-curriculum programmes and learning opportunities including social and career-related functions	Organize cross-curriculum programmes and learning opportunities including social and career-related functions	Support colleagues to organize cross-curriculum programmes and learning opportunities including social and career-related functions	Evaluate colleagues’ organization of extra-curricular programmes and help to deepen best practices

STANDARD 11: Participate and Supervise Extracurricular Activities *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
11.3 Supervision of meals where applicable (for boarding schools)	Know and understand the supervision of school feeding to ensure that learners receive quality meals in the right quantity and at the right time; and use of the opportunity to inculcate table etiquette; and ensure hygienic environment	Supervise school feeding to ensure that learners receive quality meals in the right quantity and at the right time; and use the opportunity to inculcate table etiquette; and ensure hygienic environment	Design programmes and monitor school feeding to ensure that learners receive quality meals in the right quantity and at the right time; inculcation of table etiquette; and hygienic environment	Evaluate school feeding activities and provide colleagues with effective supervision strategies and relevant knowledge and skills that learners should benefit from
11.4 Supervision of siesta where applicable (for boarding schools)	Demonstrate knowledge of supervision and monitoring of siesta by learners	Supervise and monitor observation of siesta by learners Supervise observation of prep period, assignments and practical by learners	Provide support to colleagues for supervision and monitoring of siesta by learners	Evaluate siesta practices and advice colleagues on best practices
11.5 Supervision of prep, assignments and practical	Demonstrate knowledge of supervision of prep period, assignments and practical by learners	Supervise observation of prep period, assignments and practical by learners	Provide support to colleagues to supervise prep period, assignments and practical by learners	Initiate and lead research and development of prep, assignments and practicum by learners outside school hours
11.6 Coordination of clubs and societies	Describe methods for identifying learners' talents and interests and approaches to encouraging their participation in clubs and societies	Identify learners' talents and interests and encourage participation in clubs and societies; serve as patrons and matrons where applicable	Model high skills for identification of learners' talents and interests and their motivation to participate in clubs and societies	Review practices concerning talent and interest identification and guide school towards effective administration of the system
11.7 Coordination of games and sports	Demonstrate knowledge and skills involved in the coordination of games and sports	Coordinate games and sports	Support colleagues to coordinate games and sports	Review the role of teachers in coordination of games and sports and advice with aim of continuous enhancement
11.8 Organization of competitions within the school and between schools	Demonstrate knowledge for organization of school competitions in sports, science, agriculture, arts and other areas of life	Organize school competitions in sports, science, agriculture, arts and other areas of life	Work with colleagues to organize school competitions in sports, science, agriculture, arts and other areas of life	Provide blueprints for the organization of school competitions in sports, science, agriculture, arts and other areas of life
11.9 Participation in professional development and union activities	Describe activities of professional development and teachers unions	Take part in professional development and union activities	Guide and support teachers to take part in professional development and union activities	Work with colleagues to participate in professional development and union activities

STANDARD 11: Participate and Supervise Extracurricular Activities *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
11.10 Supervision of environmental sanitation activities within the school compound	Demonstrate understanding of environmental sanitation	Design and implement programmes for environmental sanitation; and encourage the participation of learners in environmental sanitation	Support colleagues to select designs of programmes for environmental sanitation; and provide guidance for encouraging the participation of learners in environmental sanitation	Monitor and review programmes for environmental sanitation; and provide guidance for encouraging the participation of learners in environmental sanitation
11.11 Organization of field trips and school exchange programmes	Describe ideas and activities involved in field trips and school exchange programmes	Organize field trips and school exchange programmes ensuring that students benefit from a wide range of learning opportunities	Provide colleagues with benchmarks for the organization of field trips and school exchange programmes, providing guidance on how to get maximum benefits from the learning opportunities	Develop and validate benchmarks to guide field trips and exchange programmes; evaluate outcomes of field trips and exchange programmes in order to raise standards of practice where necessary
11.12 Organization of remedial classes/summer activities/ fast track activities	Demonstrate the knowledge involved in the conduct of remedial programmes	Conduct remedial classes and programmes to assist weak students or others wishing to meaningfully occupy their time	Provide blueprint for the conduct of remedial and related learning programmes	Develop and validate benchmarks for remedial programmes and continuously assess the outcome for learning enhancement
11.13 Participation in staff meetings/team building	Demonstrate knowledge of the proceedings and subject matters of staff meetings and teams	Participate in staff meetings/ team building	Participate in staff meetings/ team building while providing support to new teachers	Participate in staff meetings/ team building while providing expertise knowledge for the meetings and teams
11.14 Supervision of agricultural activities for learners	Demonstrate understanding of school agricultural practices	Manage student activities in school farms and gardens and increase their opportunity to appreciate the contributions of agriculture to the economy	Work with colleagues to manage participation of students in agricultural activities and provide learning opportunities for understanding the importance of agriculture in the nation	Monitor and evaluate agricultural practices and provide colleagues with best practices
11.15 Provide guidance to learners on educational, academic and career issues.	Demonstrate knowledge of general guidance and counselling that a teacher may give to learners	Identify needs and find information to guide learners while providing assistance where possible and maintain records of guidance and counselling of learners	Design programmes for guidance and counselling of students as well as organize advocacy talks occasionally to learners on a variety of career, educational, social and personal matters	Demonstrate and lead model practices in identification of learners' counselling needs and strategies for handling them

STANDARD 11: Participate and Supervise Extracurricular Activities *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
11.16	Supervision of students under disciplinary action	Demonstrate understanding of the rules for enforcing discipline in schools	Enforce discipline among learners in accordance with approved school rules and demonstrate empathy where necessary	Design and implement procedures for administration of discipline among learners in accordance with approved school rules and demonstrate empathy where necessary	Evaluate the administration of discipline in school and provide expert knowledge and guidance on school disciplinary system
11.17	Supervision of religious activities	Demonstrate skills in religious diversity and tolerance	Demonstrate skills in religious diversity and tolerance and regulate religious activities in accordance with school rules	Work with colleagues to manage and regulate religious activities	Provide leadership in the inculcation of religious tolerance and guiding colleagues towards ensuring religious harmony in school
11.18	Coordination of "Open Days"	Demonstrate understanding of "Open Day" activities	Organize and coordinate "Open Day" activities; possess skills to relate with families of learners; and skills for giving and receiving feedback from families and apply the feedback to improve learner performance	Support colleagues to organize and coordinate "Open Day" activities; possess skills to relate with families of learners; and skills for giving and receiving feedback from families and apply the feedback to improve learner performance	Work with colleagues to enrich "Open Day" programmes and leverage best practices to make the programmes memorable for both school and other stakeholders
11.19	Organization of cultural activities	Demonstrate knowledge of cultural activities that can take place in schools	Organize cultural activities in school	Work with colleagues to organize school cultural activities, offering guidance and model practices	Leading action research to deepen understanding of relevance of culture in education and best strategies to integrate good cultural practices in educational curriculum and school conventions

**Assessment Guides/
Indicators**

- i. Duty rosters for monitoring and supervision of extra-curricular activities
- ii. Membership/leadership of extra-curricular teams/participation (nature/regularity of participation/number of hours of participation) in extra-curricular activities
- iii. Reports of extra-curricular activities
- iv. Documentation of extra-curricular activities, details of the programmes and associated rules
- v. Existence of facilities for the various activities and good sanitation, e.g. agricultural practice in school
- vi. Team spirit and cooperation among learners depicting tolerance to socio-cultural diversity
- vii. Availability of cultural activities, i.e. cultural dances and stories
- viii. Guidance – realistic and informed decision-making by learners regarding their subject choices and career path
- ix. Records of attendance of "Open Days" and regular visits by parents to school
- x. Coordination of clubs and societies, games and sports – outcome – better results or position in external examinations and competitions

STANDARD 12: Safeguard human rights and lives

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
12.1	Human rights laws	Demonstrate knowledge and understanding of the relevant fundamental human rights and particularly those that pertain to children	Design and implement practices to guarantee the fundamental rights of the child which shall include those found in the following: the Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, the Child Rights Act, and other human rights instruments such as CEDAW (Convention on the elimination of all forms of discrimination against women), the Convention on the Rights of Persons with Disabilities, and the right to education in emergencies	Support colleagues to design and validate practices that eliminate all forms of discrimination at all times; employ positive methods of corrective discipline; and actively promote the concept of 'the best interest of the child' in every event	Monitor the implementation of practices meant to promote child rights and provide revisions to enhance their operations
12.2	Maintenance of safety and security of learners	Describe the imperatives for enforcing and managing safety and emergencies in school	Enforce safety imperatives and manage safe in emergency cases	Support colleagues model practices to enforce safety emergency measures in school.	Provide expertise advice to guide colleagues in the prevention of emergencies in school and protection of lives and properties
12.3	Safe use of ICT	Describe the risks involved in the use of ICT particularly the internet and how these facilities could be used responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching	Supervise the learners use of ICT and internet to minimize risks involved in their use, particularly the internet; and promote practices for their responsible and ethical use	Design and implement blueprints for use of ICT and internet and help to monitor compliance	Lead research and advocacy on the good and ethical uses of ICT and internet, the risks involved and how to minimize such risks
12.4	Provision of health services	Describe understanding of first aid in health matters	Administer first aid in health matters and sensitize and guide learners toward healthy living	Work with colleagues to manage first aid in emergency cases and ensure prompt transfer of learners to good health facilities for professional care where necessary	Lead colleagues to develop knowledge and skills in first management and ensure preparedness to promptly transfer serious cases to the hospital while parents and guardians are notified promptly

STANDARD 12: Safeguard human rights and lives *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>12.5 Prevention and control of HIV/AIDS</p>	<p>Demonstrate knowledge and general awareness of HIV/AIDS, and its prevention and control strategies</p>	<p>Supervise the prevention and control of HIV/AIDS in the school, emphasizing, personal precautions against HIV/AIDS ,risks and available support associated with HIV/AIDS within the teaching profession and support for HIV infected or AIDS affected learner or colleague</p>	<p>Initiate and sustain enlightenment campaigns and capacity building programmes to stop infection and spread of HIV/AIDS and other deadly diseases</p>	<p>Create networks with the school or nearby hospitals and health professionals to build the capacity of the school to prevent and control HIV/AIDS and other deadly diseases</p>
<p>12.6 Safe environment</p>	<p>Describe essential features of a safe learning environment</p>	<p>Provide an environment that contributes to the prevention of illness, ensure safe environment; prevent and reduce injuries; provide care and protection for learners</p>	<p>Design and implement a blueprint for safe school environment</p>	<p>Work with colleagues to monitor and revise a blueprint for environmental safety</p>
<p>Assessment Guides/ Indicators</p>	<ul style="list-style-type: none"> i. Access to copies of the human rights and laws and demonstration of the understanding and interpretation of their contents ii. Evidences and records of observance of the human rights provisions iii. Manuals, guidelines and facilities for safe use of ICT, prevention of HIV/AIDS and promotion of learners' health iv. Policy on safe use of ICT in the school v. Records reflecting human rights principles integrated into the learning process and learning environment vi. Blueprint for safe school environment in use; safety and security manuals, cautions and precautions in the school and learning environment vii. Records of health and first aid and prompt referral of cases to specialized personnel or institutions viii. Human rights – equality among children, detailed rules of behaviour among learners ix. Published school rules and regulations for learners x. Minutes of meetings related to rights issues xi. Evidence of human rights advocacy and enlightenment programmes xii. Amicable resolution of learners' issues xiii. Absence of corporal punishment xiv. Absence of violence 			

CHAPTER FOUR: PROFESSIONAL ENGAGEMENT

STANDARD 13: Engage professionally with statutory and administrative authorities				
SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
13.1 Registration and licensing of teachers by TSC	Demonstrate awareness and meet appropriate minimum teaching qualification, and obtain registration and licensing by TSC to practice teaching in Sierra Leone; and comply with all other standards that the TSC may from time to time enact to raise professionalism among teachers	Possess appropriate minimum teaching qualification and experience, and obtain registration and licensing by TSC to practice teaching in Sierra Leone and comply with all other standards that the TSC may from time to time enact to raise professionalism among teachers	Model compliance to these requirements: appropriate minimum teaching qualification and experience, and registration and licensing by TSC to practice teaching in Sierra Leone and compliance with all other standards that the TSC may from time to time enact to raise professionalism among teachers	Lead colleagues to exhibit high compliance with all the relevant professional requirements set by the TSC and the law in Sierra Leone
13.2 Statutory, administrative and organizational requirements and policies	Understand and comply with statutory, administrative and organizational requirements and policies regarding the teacher	Comply and be conversant with the implications of the relevant statutory, administrative and organizational requirements and policies regarding the teacher	Comply and provide guidance and interpretation to colleagues regarding necessary statutory, administrative and organizational requirements and policies	Lead colleagues to review, share and implement best practices regarding the provisions of the law and policies
13.3 Constitution, Acts, policies and regulations on education	Acquire and display knowledge and understanding of the provisions of the Constitution, Acts, policies and regulations on education	Understand and apply the provisions of the Constitution, Acts, policies and regulations on education in and out of school	Model knowledge and application of the Constitution, Acts, policies and regulations on education laws and promote their application in and outside the school	Lead initiatives to improve implementation of the Constitution, Acts, policies and regulations on education
13.4 Education Vision and Mission	Show knowledge and understanding of the Sierra Leonean Vision and Mission of education	Apply full understanding of the Sierra Leonean Vision and Mission in all educational activities and programmes	Interpret and implement the Sierra Leonean Vision and Mission of education in all educational activities and programmes	Lead colleagues to understand, interpret and apply the Sierra Leonean Vision and Mission of education as well as the educational philosophies, goals and objectives of the country
Assessment Guide/ Indicators	<ul style="list-style-type: none"> i. Access to and familiarity with the Constitution, Acts, policies and regulations on education ii. Possess TSC teacher registration certificate and license iii. Possess required academic and professional qualifications iv. Model good behaviour 			

STANDARD 14: Engage professionally with learners

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>14.1 All-round development of the learner (Holistic education) – Knowledge, skills, values and attitudes</p>	<p>Acquire and display knowledge and understanding of all-round development of learners</p>	<p>Apply understanding of all-round development of learners through a good mix of curricular and co-curricular activities</p>	<p>Exhibit understanding and application of all-round development of learners through a good mix of curricular and co-curricular activities</p>	<p>Lead and enhance the application of all-round development of learners through a good mix of curricular and co-curricular activities</p>
<p>14.2 Diligence and confidentiality</p>	<p>Demonstrate knowledge of the implications and need for diligence, confidentiality and trust in handling learners’ personal matters</p>	<p>Apply knowledge of the implications and need for diligence, confidentiality and trust in handling matters affecting learners’ personal matters</p>	<p>Support staff to develop diligence, confidentiality, trust and care while handling learners’ personal matters</p>	<p>Review and enhance practices concerning the handling of learners’ personal matters to ensure highest level of diligence, confidentiality, trust and care while handling learners’ personal matters except where the law or interest of the public and parents require disclosure of certain matters</p>
<p>14.3 Learners’ dignity</p>	<p>Demonstrate understanding of the implications of rights and dignity of learners as relates to their gender, race, religion, tribe, colour, physical characteristics, place of origin, age, and other characteristics</p>	<p>Apply knowledge of the imperatives of rights and dignity in all dealings with learners which encompasses respect for the learner’s right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age and other characteristics</p>	<p>Serve as model for the respect of the rights and dignity of all learners which encompasses respect for the learner’s right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age and other characteristics</p>	<p>Lead colleagues to entrench respect for rights and dignity of learners and to review and enhance respect for the learners irrespective of gender, race, religion, tribe, colour, physical characteristics, place of origin, age, and other characteristics</p>
<p>14.4 Responsibility for diagnosis and treatment of learners’ academic challenges</p>	<p>Demonstrate understanding of the teacher’s responsibility towards diagnosis and treatment of learners’ academic and related problems</p>	<p>Take responsibility for diagnosing, counselling and handling learners’ academic and related psycho-social problems</p>	<p>Support colleagues to professionally diagnose and deal with learners’ academic and psycho-social challenges and make referrals to higher authorities on relevant measures</p>	<p>Develop and implement best practices for diagnosis and treatment of learner related problems and such functions shall include diagnosing, counselling, prescribing, implementing and evaluating subject matters that may pertain to learners’ academic, social and psychological challenges</p>
<p>14.5 Empathy for learners</p>	<p>Prove understanding of the meaning and implications of empathy for learners in all circumstances</p>	<p>Demonstrate understanding and application of the meaning and implications of empathy for learners in all circumstances</p>	<p>Ensure application of empathy in all dealings with learners</p>	<p>Monitor the treatment of learners and ensure best practices</p>

STANDARD 14: Engage professionally with learners *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>14.6 Teacher remuneration</p>	<p>Explain knowledge of the meaning and practices for determining fair remuneration to teachers in manners commensurate to their services as obtained in the teaching profession in their environment</p>	<p>Adhere to practices for determining fair remuneration to teachers in manners commensurate to their services as obtained in the teaching profession in their environment</p>	<p>Interpret and promote practices for the determination of teachers' remuneration that are fair and just in the context of the teaching and other professions in the local environment</p>	<p>Model best practices for the determination of teachers' remuneration that are fair and just in the context of the teaching and other professions in the local environment</p>
<p>14.7 Zero tolerance to sexual exploitation, child labour and other related offences</p>	<p>Demonstrate knowledge and apply the understanding of the dimensions of sexual and other exploitations prohibited in the learning environment</p>	<p>Apply knowledge of the dimensions of sexual and other exploitations prohibited in the learning environment, taking special note of the following 'Do Nots' -</p> <p>Teachers do NOT use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences</p>	<p>Serve as mentor in the implementation of the prohibitions against sexual and other exploitations that may encompass the use of one's position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human trafficking and other related offences</p>	<p>Lead initiatives to monitor, evaluate and review the implementation of the prohibitions against sexual and other exploitations in the learning environment</p>
<p>14.8 Zero tolerance to examination malpractice</p>	<p>Demonstrate understanding of and apply regulations against examination malpractice and measures to prevent and control it</p>	<p>Act as vanguard against examination malpractice and ensure the implementation of measures to curb the menace</p>	<p>Model best practices to promote the integrity of examinations and report and ensure treatment of all violations of the integrity of examinations</p>	<p>Monitor and advise the school authority on areas requiring improvement in examination practices to guarantee best integrity of learning assessments</p>
<p>14.9 Zero tolerance to cultism</p>	<p>Demonstrate and apply knowledge of all learner associations banned by law and the institution as constituting cultism and dangerous organizations</p>	<p>Act as vanguard for checking and reporting learner associations banned by law and the institution as constituting cultism and dangerous organizations</p>	<p>Demonstrate by exemplary practice the need to guard against learner associations that threaten law, order and morality in the school environment and society in general</p>	<p>Support colleagues to develop capacity for checking learner associations that threaten law, order and morality in the school environment and society in general and develop ways for early detection and control</p>

STANDARD 14: Engage professionally with learners *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>14.10 Zero tolerance to corruption.</p>	<p>Demonstrate and apply understanding of acts that constitute corruption in the context of the school and society as well as punishment for corruption</p>	<p>Apply understanding of acts that constitute corruption in the context of the school and society as well as punishment for corruption</p>	<p>Work with colleagues to apply understanding of acts that constitute corruption in the context of the school and society as well as punishment for corruption and to monitor behaviour in school to prevent occurrence</p>	<p>Support colleagues to develop capacity for curbing corrupt practices and develop ways for early detection and control</p>
<p>14.11 Zero tolerance to ideological indoctrination of learners</p>	<p>Demonstrate and apply knowledge of what constitutes ideological indoctrination of learners and their prohibition in the learning environment</p>	<p>Avoid the use of the position of the teacher to spread political, religious or other ideologies among learners and rather put ideological beliefs and influences under guard when dealing with learners</p>	<p>Work with colleagues to eliminate the use of position of a teacher to spread political, religious, or other ideologies among learners and help them develop capacity to put ideological beliefs and influences under guard when dealing with learners</p>	<p>Monitor and evaluate the conduct of colleagues and establish measures to eliminate the indoctrination of learners</p>
<p>14.12 Modelling for learners</p>	<p>Demonstrate and apply understanding of the role of the teacher as model for learners</p>	<p>Model good behaviour for learners, showing high degree of decency in speech, mannerism, discipline, dressing and general performance of roles</p>	<p>Work with colleagues to model and entrench good behaviour for learners, showing high degree of decency in speech, mannerism, discipline, dressing and general performance of roles</p>	<p>Develop initiatives and advocacies to enhance the role of teachers as model to learners in all relevant respects of life</p>
<p>14.13 Teacher's dress code</p>	<p>Demonstrate and apply knowledge of decent attires required of teachers at all times in the learning environment</p>	<p>Apply knowledge of decent attires required of teachers at all times in the learning environment and at all times appear decent with sensitive parts of the body properly covered</p>	<p>Model exemplary knowledge and practices of dressing that promotes the dignity and respect of teachers and avoids distraction of learners, colleagues or the general public</p>	<p>Monitor to encourage decent dressing among teachers and to advise and correct aberrations</p>
<p>Assessment Guide/ Indicators</p>	<ol style="list-style-type: none"> i. Access to and familiarity with rules and regulations against examination malpractice, cultism, corruption, etc. ii. Knowledge of the learner – Records and profiles of the learners iii. Teacher knows learners by name iv. Good academic performance of the learners; performance in public exams in the teachers subject v. Attitude of learners towards the teacher(positive or negative) vi. Quality of student- teacher interaction vii. Public perception of the teacher/school viii. Comportment of students in public e.g. in sports and outside activities ix. Diligence and confidentiality – Student evaluation of teachers reports x. Peer evaluation reports 			

STANDARD 15: Engage professionally with colleagues

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>15.1 Team spirit among teachers</p>	<p>Demonstrate and apply knowledge of the characteristics of team spirit and its indispensability in professional practice</p>	<p>Apply all tenets of team spirit and collaboration with professional colleagues that may encompass the following scenarios:</p> <ul style="list-style-type: none"> (a) Teachers have mutual respect for one another (b) Teachers seek assistance from colleagues in tasks beyond their management or professional ability when necessary (c) Junior teachers have respect for their seniors in both formal and informal contacts, and show willingness to learn from them (d) Teachers settle disputes among themselves through established professional mechanisms (e) Teachers resolve their differences internally. (f) Teachers utilize their wisdom, experience and commitment to the profession in assisting colleagues to amicably settle disputes (g) Where professional disputes cannot be resolved internally, teachers refer them to the TSC (h) Teachers actively co-operate with each other and work as a team in all respects to improve school standards and community development (i) Teachers do not criticize colleagues in the presence of learners, except unavoidably related to administrative or judicial proceedings; and (j) Teachers do not negatively influence professional decisions of colleagues 	<p>Work with colleagues to implement all tenets of team spirit and collaboration with professional colleagues that may encompass the following scenarios:</p> <ul style="list-style-type: none"> (a) Teachers have mutual respect for one another (b) Teachers seek assistance from colleagues in tasks beyond their management or professional ability when necessary (c) Junior teachers have respect for their seniors in both formal and informal contacts, and show willingness to learn from them. (d) Teachers settle disputes among themselves through established professional mechanisms (e) Teachers resolve their differences internally (f) Teachers utilize their wisdom, experience and commitment to the profession in assisting colleagues to amicably settle disputes (g) Where professional disputes cannot be resolved internally, teachers refer them to the TSC (h) Teachers actively co-operate with each other and work as a team in all respects to improve school standards and community development (i) Teachers do not criticize colleagues in the presence of learners, except unavoidably related to administrative or judicial proceedings; and (j) Teachers do not negatively influence professional decisions of colleagues 	<p>Lead colleagues to regularly review, mediate and improve team spirit and collaboration that encompass the following scenarios:</p> <ul style="list-style-type: none"> (a) Teachers have mutual respect for one another (b) Teachers seek assistance from colleagues in tasks beyond their management or professional ability when necessary (c) Junior teachers have respect for their seniors in both formal and informal contacts, and show willingness to learn from them (d) Teachers settle disputes among themselves through established professional mechanisms (e) Teachers resolve their differences internally (f) Teachers utilize their wisdom, experience and commitment to the profession in assisting colleagues to amicably settle disputes (g) Where professional disputes cannot be resolved internally, teachers refer them to the TSC (h) Teachers actively co-operate with each other and work as a team in all respects to improve school standards and community development (i) Teachers do not criticize colleagues in the presence of learners, except unavoidably related to administrative or judicial proceedings; and (j) Teachers do not negatively influence professional decisions of colleagues

STANDARD 15: Engage professionally with colleagues *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
15.2 High integrity	Demonstrate integrity in all professional transactions.	Demonstrate high level of integrity in all professional transactions.	Model behaviour characterised by high integrity underlined by honesty and trustworthiness	Lead colleagues to model and improve behaviour characterised by high integrity underlined by honesty and trustworthiness
15.3 Zero tolerance to touting (undue publicity of self to undermine colleagues)	Demonstrate and apply understanding of touting as an unprofessional practice	Apply understanding of touting as an unprofessional practice which includes professionals advertising themselves in order to gain undue advantage over colleagues or to suggest that they possess extra-ordinary knowledge and skills which they do not actually have; or use of dubious or unethical means such as deception, misinformation, etc, to take away clients and learners of colleagues	Model exemplary behaviour devoid of touting as and guide colleagues to demonstrate sound professional practices in their quest for services with learners or outsiders	Initiative enlightenment and dialogue to colleagues of touting practices and entrench best practices that have to do with quest for professional services and engagements
15.4 Zero tolerance to plagiarism and other academic misconducts	Demonstrate and apply knowledge of plagiarism as serious academic offence	Demonstrate and apply knowledge of plagiarism as serious academic offence and promote practices that recognise the work and contributions of colleagues and other scholars to knowledge and avoid copyright violations	Support colleagues to understand the negative implications and impact of academic theft and improve their prowess for academic excellence	Lead initiatives to eradicate plagiarism and all forms of academic theft and to build capacity of colleagues for flawless academic productivity
15.5 Inspiration of peers, seniors and juniors	Demonstrate knowledge of the importance of and strategies to inspire and motivate colleagues	Apply knowledge of the importance of and strategies for inspiring and motivating colleagues	Model knowledge of the importance of and strategies for inspiring and motivation colleagues	Lead initiatives to build capacity of colleagues to inspire and motivate colleagues and all other persons that they come across
15.6 Objectivity	Demonstrate and apply the tenets of objectivity in all professional dealings	Apply the tenets of objectivity in all professional dealings; exhibiting fairness without fear or favour in the discharge of professional duties	Model behaviour that promote the tenets of objectivity in all professional dealings; exhibiting fairness without fear or favour in the discharge of professional duties	Lead behaviour and improvements that promote the tenets of objectivity in all professional dealings; exhibiting fairness without fear or favour in the discharge of professional duties

STANDARD 15: Engage professionally with colleagues *(continued)*

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
15.7	Democratic decision-making	Demonstrate knowledge of decision-making in a democratic setting	Apply knowledge of decision-making in a democratic setting. Teachers promote group decision-making process in their organizations and groups	Promote democratic decision-making processes in all relevant circumstances in the learning environment	Lead and sustain democratic decision-making in school and ensure active participation of persons affected by decisions
Assessment Guides/ Indicators		<ul style="list-style-type: none"> i. Attitude of colleagues to the teacher concerned (positive or negative) ii. Evidence of positive/effective communication with colleagues iii. Records of colleagues relieving colleagues iv. Joint projects, joint publications v. Shared workshop reports and materials vi. Records of mentoring vii. Functional staff associations and unions in the school viii. Quality of roles played in teachers associations and unions and leadership provided 			

STANDARD 16: Engage professionally with parents and guardians

SPECIFICS		NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
16.1	Rights of parents and guardians	Demonstrate knowledge and understanding of the rights of parents and guardians and the best ways to relate with them in respect of their wards and children who are learners	Establish and maintain strategies of relationships with parents and guardians that respect their rights and give them maximum beneficial opportunities to engage in the education of their children and wards; providing parents and guardians with information on activities, progress and problems concerning their children and wards as necessary; and showing courtesy and respect to parents and guardians at all times	Support and provide advice to colleagues to establish and maintain strategies of relation with parents and guardians that respect their rights and give them maximum beneficial opportunities to engage in the education of their children and wards; providing parents and guardians with information on activities, progress and problems concerning their children and wards as necessary; and showing courtesy and respect to parents and guardians at all times	Lead research and improvement in the strategies of relation with parents and guardians that respect their rights and give them maximum beneficial opportunities to engage in the education of their children and wards and advising the school on revisions of rules and regulations pertaining to relationship with parents and guardians

STANDARD 16: Engage professionally with parents and guardians *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>16.2 Involvement of parents and guardians in educational matters</p>	<p>Demonstrate understanding of the various ways that parents and guardians can be effectively involved in educational matters involving their children and wards</p>	<p>Apply various strategies to motivate parents and guardians to be effectively involved in educational matters involving their children and wards, taking cognisance of the following — encourage parents to visit schools, talk to them about their children’s work and progress, and to actively participate in the school, boards, and CTA/SMC activities; encourage parents to cooperate with other parents and community members to enhance the smooth running of the school; refrain from soliciting and accepting personal gifts or monies from parents; involve parents and community in their learning environment; support parents to be aware of children with learning difficulties and other disabilities</p>	<p>Support colleagues to devise various plausible strategies to motivate parents and guardians to be effectively involved in educational matters involving their children and wards, taking cognisance of the following — encourage parents to visit schools, talk to them about their children’s work and progress, and to actively participate in the school, boards, and CTA/SMC activities; encourage parents to cooperate with other parents and community members to enhance the smooth running of the school; refrain from soliciting and accepting personal gifts or monies from parents; involve parents and community in their learning environment; support parents to be aware of children with learning difficulties and other disabilities</p>	<p>Lead the school in research and development to garner time-tested strategies to motivate parents and guardians to be effectively involved in educational matters involving their children and wards, taking cognisance of the following — encourage parents to visit schools, talk to them about their children’s work and progress, and to actively participate in the school, boards, and CTA/SMC activities; encourage parents to cooperate with other parents and community members to enhance the smooth running of the school; refrain from soliciting and accepting personal gifts or monies from parents; involve parents and community in their learning environment; support parents to be aware of children with learning difficulties and other disabilities</p>
<p>16.3 Communication with parents and guardians</p>	<p>Demonstrate and apply knowledge of the importance of cases that require communication with parents and guardians</p>	<p>Apply knowledge of the importance of cases that require communication with parents and guardians, which includes cases of academic and developmental progress of their children and wards</p>	<p>Model good practices in communication with parents and guardians, which includes cases of academic and developmental progress of their children and wards</p>	<p>Take leadership role in professional communication with parents and guardians on matters of academic and developmental progress of their children and wards</p>
<p>16.4 Zero tolerance for bribes from parents and guardians</p>	<p>Demonstrate knowledge of the prohibition of bribery in the teaching-learning process inclusive of receiving gifts, favour, and hospitality from parents and guardians that are likely to influence a teacher to give undeserved favour to their children and wards</p>	<p>Shun and discourage others from bribery in the teaching-learning process inclusive of receiving gifts, favour, and hospitality from parents and guardians that are likely to influence a teacher to give undeserved favour to their children and wards</p>	<p>Model behaviour that shuns bribery in the teaching-learning process inclusive of receiving gifts, favour, and hospitality from parents and guardians that are likely to influence a teacher to give undeserved favour to their children and wards</p>	<p>Develop and enforce rules and regulations that help to check cases of bribery with parents and guardians</p>

STANDARD 16: Engage professionally with parents and guardians *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
16.5 Teachers and Parents/ Guardians	Demonstrate knowledge and understanding and support the purposes and proceedings of parents-teachers association	Support and participate in parents-teachers association vision, mission and programmes of the school	Promote the vision, mission and programmes of parents-teachers association	Lead the re-positioning and continuous renewal of the programmes and activities of parents-teachers association of the school
Assessment Guides/ Indicators	i. Records of parents/guardians contacts (addresses and phones) ii. Records/log book of parents' visits to school which must also be reflect on the learner's school records iii. Records of release of results to parents iv. Attitudeof parents/guardians to the teachers v. Evidence of home visits by the teacher (where necessary, e.g. in cases of emergency and absenteeism of learner, extremely poor academic performance and bad behaviour, persistent lateness to school; also in cases of very good performances by learners as well to show balance vi. Effective communication with parents - sending notes to parents on important issues about learners (about goodand bad news)			

STANDARD 17: Engage professionally with employers

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>17.1 Cooperation with employers</p>	<p>Demonstrate knowledge of the role of employers and rules of engagement with teachers including the following — cooperate with education authorities in the interest of the learners, education service and the community, participate in employee appraisal; be knowledgeable of legal and administrative rights and responsibilities, and respect the provisions of collective bargaining agreements and the provisions concerning employers’ and employees’ rights; carry out reasonable instructions from management personnel and have the right to question instructions through clearly defined procedures; not frustrate the policies, decisions and actions of the school administration, TSC or MEST; and not engage in unauthorized collection of school funds, extra lessons or illegal charges</p>	<p>Apply knowledge of the role of employers and rules of engagement with teachers including the following — cooperate with education authorities in the interest of the learners, education service and the community; be knowledgeable of legal and administrative rights and responsibilities, and respect the provisions of collective bargaining agreements and the provisions concerning employers’ and employees’ rights; carry out reasonable instructions from management personnel and have the right to question instructions through clearly defined procedures; not frustrate the policies, decisions and actions of the school administration, TSC or MEST; and not engage in unauthorized collection of school funds, extra lessons or illegal charges</p>	<p>Support colleagues to appreciate and apply knowledge of the role of employers and rules of engagement with teachers including the following — cooperate with education authorities in the interest of the learners, education service and the community; be knowledgeable of legal and administrative rights and responsibilities, and respect the provisions of collective bargaining agreements and the provisions concerning employers’ and employees’ rights; carry out reasonable instructions from management personnel and have the right to question instructions through clearly defined procedures; not frustrate the policies, decisions and actions of the school administration, TSC or MEST; and not engage in unauthorized collection of school funds, extra lessons or illegal charges</p>	<p>Lead interpretation and entrenchment of best practices in relations between teachers and employers and advise higher authorities for review of rules of engagement from time to time</p>
<p>17.2 Professional independence</p>	<p>Understand the principles of professional independence</p>	<p>Apply the principles of professional independence that include the following – not to enter into contracts that may undermine the exercise of the teacher’s full professional competences and judgments due to undue interferences or contracts that may negatively affect the cordial relationship among colleagues</p>	<p>Serve as model of professional independence that include the following – not to enter into contract that may undermine the exercise of the teacher’s full professional competences and judgments due to undue interferences or contracts that may negatively affect the cordial relationship among colleagues</p>	<p>Monitor and advise colleagues with view to protecting professional independence that include the following – not to enter into contract that may undermine the exercise of the teacher’s full professional competences and judgments due to undue interferences or contracts that may negatively affect the cordial relationship among colleagues</p>

STANDARD 17: Engage professionally with employers *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>17.3 Adherence to professional competence</p>	<p>Demonstrate knowledge and understanding of the concept of professional competence</p>	<p>Apply knowledge of the concept of professional competence which implies that teachers only seek to perform tasks that are within their professional competences; that teachers stick to their areas of professional competence and do not in expectation of reward claim to have competences that they do not possess</p>	<p>Work with colleagues to exhibit professional sincerity and stick to only areas of their professional competence</p>	<p>Monitor and evaluate competences of teachers to ensure that they are deployed only to areas and assignments that are suitable for the training, experience, aptitudes and abilities</p>
<p>Assessment Guide/ Indicators</p>	<ol style="list-style-type: none"> i. Registration certificate and licensing ii. Performance of the teacher as captured in the school records (e.g. results of annual appraisal) whether negative or positive iii. Awards and honours from employers or school authority iv. Research grants award v. Records of participation in the administration of the school, e.g. committees vi. Evidences of services rendered to the school – school improvement plans and evidence of teacher’s participation, etc. vii. Merit based promotion viii. Disciplinary measures against a teacher, e.g. queries, warning letters, e.g. 			

STANDARD 18: Engage professionally with society

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>18.1 Community involvement in education (Community-Teacher Association, etc.)</p>	<p>Demonstrate and apply knowledge and understanding of school-community relations, the importance, strategies and practices</p>	<p>Apply knowledge and understanding of school-community relations, the importance and strategies, taking into cognisance the following –</p> <ul style="list-style-type: none"> • Recognize the importance of the community in the education process, and engage them in the formulation of policy and curriculum, capacity building activities and in the improvement of the quality of the institutions and the environment 	<p>Lead colleagues to entrench good school-community relations with best strategies available and taking cognisance of the following –</p> <ul style="list-style-type: none"> • Recognize the importance of the community in the education process, and engage them in the formulation of policy and curriculum, capacity building activities and in the improvement of the quality of the institutions and the environment 	<p>Monitor, evaluate and re-invent high quality school-community relations pertaining to the following and other respects –</p> <ul style="list-style-type: none"> • Recognize the importance of the community in the education process, and engage them in the formulation of policy and curriculum, capacity building activities and in the improvement of the quality of the institutions and the environment

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
		<ul style="list-style-type: none"> • Establish good relations with the community to enhance their active participation for the advancement of the school and the society; • Encourage and work closely with the community to ensure that all children in the community access, stay in and complete school; • Use their surrounding environment for much of their teaching; endeavour to stimulate interest and active participation of the community in the achievement of the educational objectives and the ethos of the school; • Sensitize the community to discourage social activities that may hinder the moral and ethical development of learners; • Cultivate public trust and confidence • Contribute to community welfare • Develop community networks • Develop and implement strategies for community development projects 	<ul style="list-style-type: none"> • Establish good relations with the community to enhance their active participation for the advancement of the school and the society; • Encourage and work closely with the community to ensure that all children in the community access, stay in and complete school; • Use their surrounding environment for much of their teaching; endeavour to stimulate interest and active participation of the community in the achievement of the educational objectives and the ethos of the school; • Sensitize the community to discourage social activities that may hinder the moral and ethical development of learners; • Cultivate public trust and confidence • Contribute to community welfare • Develop community networks • Develop and implement strategies for community development projects 	<ul style="list-style-type: none"> • Establish good relations with the community to enhance their active participation for the advancement of the school and the society; • Encourage and work closely with the community to ensure that all children in the community access, stay in and complete school; • Use their surrounding environment for much of their teaching; endeavour to stimulate interest and active participation of the community in the achievement of the educational objectives and the ethos of the school; • Sensitize the community to discourage social activities that may hinder the moral and ethical development of learners; • Cultivate public trust and confidence • Contribute to community welfare • Develop community networks • Develop and implement strategies for community development projects • Sensitize the community on environmental protection practices

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>18.2 Professional Commitment</p>	<p>Demonstrate understanding and application of professional commitment in all respects of professional life such as standing out in society as an exemplary teacher and being proud of the profession; seeking at all times to promote the ideals, public status and recognition of the profession; making the profession attractive to younger individuals seeking to contribute to the building of society through becoming teachers</p>	<p>Exhibit practical life styles that attest to professional commitment in all respects of professional life such as standing out in society as an exemplary teacher and being proud of the profession; seeking at all times to promote the ideals, public status and recognition of the profession; making the profession attractive to younger individuals seeking to contribute to the building of society through becoming teachers</p>	<p>Be a positive reference point among colleagues for life styles that attest to professional commitment in all respects of professional life such as standing out in society as an exemplary teacher and being proud of the profession; seeking at all times to promote the ideals, public status and recognition of the profession; making the profession attractive to younger individuals seeking to contribute to the building of society through becoming teachers</p>	<p>Seek to evaluate, develop and institutionalise life styles that demonstrate professional commitment in all respects of professional life such as standing out in society as an exemplary teacher and being proud of the profession; seeking at all times to promote the ideals, public status and recognition of the profession; making the profession attractive to younger individuals seeking to contribute to the building of society through becoming teachers</p>
<p>18.3 Professional ethics</p>	<p>Demonstrate knowledge of teacher professional ethics and act ethically at all times in professional dealings</p>	<p>Showcase sound knowledge of teacher professional ethics and act ethically at all times in professional dealings</p>	<p>Lead by exemplary conduct, interpret and advice colleagues with respect to matters of teacher professional ethics</p>	<p>Be vanguard of ethical practices in all ramifications among colleagues with respect to all professional engagements</p>
<p>18.4 Exemplary citizenship</p>	<p>Show good citizenship and live in accordance with knowledge of the qualities of good citizenship to include actions such as –</p> <ul style="list-style-type: none"> • Teach and practice good citizenship, be law-abiding, demonstrate peace and social responsibility • Embody integrity and industry and participate actively in the development of both their immediate and wider communities. • Comply with all the laws of the land and moral codes of the society that promote good governance, transparency and accountability in office and general public • Be a global citizen • Dress code that reflects the dignity of the teaching profession 	<p>Display good citizenship and live in accordance with knowledge of the qualities of good citizenship to include actions such as –</p> <ul style="list-style-type: none"> • Teach and practice good citizenship, be law-abiding, demonstrate peace and social responsibility • Embody integrity and industry and participate actively in the development of both their immediate and wider communities. • Comply with all the laws of the land and moral codes of the society that promote good governance, transparency and accountability in office and general public • Be a good global citizen 	<p>Live in accordance with features of citizenship and motivate colleagues to seek higher knowledge and practices with respect to –</p> <ul style="list-style-type: none"> • Teaching and practicing good citizenship, being law-abiding, demonstrating peace and social responsibility • Embody integrity, and industry and participating actively in the development of both their immediate and wider communities.; and • Complying with all the laws of the land and moral codes of the society that promote good governance, transparency and accountability in office and general public 	<p>Serve as custodian of good citizenship, leading, guiding, reforming and assisting colleagues in various ways to bring their life styles to enviable levels</p>

STANDARD 18: Engage professionally with society *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>18.5 Advisory to government on educational matters</p>	<p>Show appreciation of the role that teachers can play as advisers to the various levels of government on educational matters</p>	<p>Display knowledge and capacity to advise the various levels of government on educational matters</p>	<p>Work with colleagues to articulate and validate various professional and educational blueprints and advice that may be passed on to the various levels of governance in the country</p>	<p>Lead the development and validation of blueprint of advice that may helpful to government on educational matters</p>
<p>18.6 Tolerance</p>	<p>Show understanding of the diversity of the school, community, district, the nation and even the global community and the skills necessary for successful living in a multi-faith and multicultural world; respect and cherish diversity, accommodate the diverse cultures, religions, other ideologies and practices of society and promote good inter-human relations</p>	<p>Practically display tolerance, and respect to all persons school, community, district, the nation and the global levels as required in a multi-faith and multicultural world</p>	<p>Model a life style of tolerance, and respect to all persons school, community, district, the nation and the global levels as required in a multi-faith and multicultural world</p>	<p>Lead exemplary life of tolerance, and respect to all persons school, community, district, the nation and the global levels as required in a multi-faith and multicultural world and be an advocate and protector of tolerance among colleagues</p>
<p>18.7 Healthy and decent personal habits</p>	<p>Display understanding of implications of decent personal habits and make it a way of life while avoiding drunkenness, smoking in the public, breach of public peace, fraud, and other vices</p>	<p>Apply principles of good personal habits and virtues while shunning vices bearing in mind the following among others –</p> <ul style="list-style-type: none"> • Avoid drunkenness and illicit drugs, smoking in the public, breach of public peace, fraud, and other vices. • Exhibit self-control 	<p>Display ideal decent living to inspire colleagues in terms of personal habits and virtues and the need to shun drunkenness and illicit drugs, smoking in the public, breach of public peace, fraud, and other vices while promoting self-control and honourable life styles</p>	<p>Inspire colleagues in terms of personal habits and virtues and the need to shun drunkenness and illicit drugs, smoking in the public, breach of public peace, fraud, and other vices while promoting self-control and honourable life styles</p>
<p>18.8 Acts of omission or commission</p>	<p>Indicate awareness of what constitutes acts of omission or commission which may mar the professional reputation and practice of a teacher</p>	<p>Demonstrate understanding of and avoid acts of omission or commission which may mar the professional reputation and practice of a teacher, such being professional conduct that smack of negligence, indifference or wilful violation of professional standards and ethics</p>	<p>Motivate staff to be vigilant and to avoid acts of omission or commission which may mar the professional reputation and practice of a teacher, such being professional conduct that smack of negligence, indifference or wilful violation of professional standards and ethics</p>	<p>Lead enlightenment on and advocacy against acts of omission or commission building capacity of colleagues to attain excellence in professional responsibility</p>

STANDARD 18: Engage professionally with society *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
18.9 Constructive criticism	Show knowledge and application of constructive criticism of colleagues, constituted authority or the public	Display high sense of responsibility in the criticism of colleagues, constituted authorities or the public ensuring objectivity and facts of the criticism	Support colleagues to exhibit high sense of responsibility in the criticism of colleagues, constituted authorities or the public ensuring objectivity and facts of the criticism	Monitor colleagues' criticism of others, constituted authorities or the public and ascertain their level of objectivity and facts of the criticism with a view to providing counsel
18.10 Open-mindedness	Display open-mindedness in all dealings with others and seek to act at all times based on verifiable evidences	Practise open-mindedness in all dealings with others; seek to act at all times based on verifiable evidences and eliminate prejudices that may arise out of difference in religion, ethnicity, political ideologies or other socio-cultural factors	Model open-mindedness in all dealings with others; seek to act at all times based on verifiable evidences and eliminate prejudices that may arise out of difference in religion, ethnicity, political ideologies or other socio-cultural factors	Lead and entrench a culture of open-mindedness in all dealings with others; seek to act at all times based on verifiable evidences and eliminate prejudices that may arise out of difference in religion, ethnicity, political ideologies or other socio-cultural factors
Assessment Guides/ Indicators	<ul style="list-style-type: none"> i. Dress code and appearance of the teacher ii. Comportment (behaviour and mannerism, habits, etc.) iii. Awards and honours, recommendations (verbal or written) iv. Community development projects v. Record of teacher's participation in CTA/ (School-Management Committee as the case may be) vi. Services in community and/or national activities vii. Membership of community organizations 			

STANDARD 19: Engage professionally with own development and academic leadership

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
19.1 Need for professional growth and development	Identify the significance of continuous professional growth and development; establish professional goals, pursue opportunities to grow professionally, and keep records of own professional development and involvement	Appreciate the significance of continuous professional growth and development; establish professional goals, pursue opportunities to grow professionally, and keep records of own professional development and involvement	Raise own and colleagues consciousness about the critical need for continuous professional growth and development; assist them to set professional goals, pursue opportunities to grow professionally, and keep records of own professional development and involvement	Mentor and enlighten colleagues about the critical need for continuous professional growth and development

STANDARD 19: Engage professionally with own development and academic leadership *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>19.2 Career path</p>	<p>Display knowledge of the teachers' career path and need for every teacher to aim at attaining the highest level through excellence</p>	<p>Exhibit enthusiasm to attain the highest level of the teachers' career path through excellence and hard work</p>	<p>Mentor colleagues on the requirements and strategies to attain the highest level of the teachers' career path through excellence and hard work</p>	<p>Lead research and developmental programmes to assist colleagues to attain the highest level of the teachers' career path through excellence and hard work</p>
<p>19.3 Self-appraisal</p>	<p>Demonstrate knowledge of the relevance of self-appraisal, the useful methodologies and opportunities available for personal development</p>	<p>Apply knowledge of the relevance of self-appraisal, the useful methodologies and opportunities available for personal development</p>	<p>Assist colleagues to periodically conduct self-appraisal using the best available methodologies and provide advice on the opportunities available for personal development</p>	<p>Integrate self-assessment of colleagues in the periodic developmental framework and link them up with professional opportunities for self-development</p>
<p>19.4 Holistic professional development e.g. cognitive, affective and psychomotor dimensions</p>	<p>Show understanding of the concept of holistic development of the teacher and nature of programmes to facilitate balance in the development of the teacher</p>	<p>Exhibit clear understanding of the concept of holistic development of the teacher and nature of programmes to facilitate balance in the development of the teacher and take advantage of available opportunities to ensure the balance</p>	<p>Mentor the holistic development colleagues and facilitate avenues for their actualisation</p>	<p>Initiate and manage programmes and networks that guarantee holistic development of colleagues</p>
<p>19.5 Engagement with peers for professional development</p>	<p>Engage with colleagues and improve practice by seeking and applying constructive feedback from colleagues to improve teaching practices; identify and initiate opportunities for professional development</p>	<p>Cultivate a culture of engaging with colleagues and improving practice by seeking and applying constructive feedback from colleagues to improve teaching practices; Identify and initiate opportunities for professional development</p>	<p>Work with colleagues to create a robust team and collaboration for practice improvement and utilising constructive feedback to advance teaching and learning programmes.</p>	<p>Lead colleagues to create a robust team and collaboration for practice improvement and utilising constructive feedback to advance teaching and learning programmes</p>
<p>19.6 Professional development networks</p>	<p>Seek to know and engage with professional teaching networks and broader communities; and understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice</p>	<p>Engage strategically with professional teaching networks and broader communities; and understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice</p>	<p>Promote colleagues engagement with professional teaching networks and broader communities; and understand of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice</p>	<p>Establish robust relationship between colleagues and the professional teaching networks and broader communities; and enhance their understanding of the role of external professionals and community representatives in broadening teachers' professional knowledge and practice</p>

STANDARD 19: Engage professionally with own development and academic leadership *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>19.7 Application of knowledge, skills and values acquired from professional development programmes</p>	<p>Demonstrate knowledge of the application of outcomes of professional development programmes</p>	<p>Apply knowledge, skills and value acquired from professional development programmes to the relevant learning areas that can benefit self, learners, colleagues, the school, community and society at large</p>	<p>Assist colleagues to appropriately apply knowledge, skills and valued acquired from professional development programmes to the relevant learning areas that can benefit self, learners, colleagues, the school, community and society at large</p>	<p>Institute enlightenment avenues to assist colleagues to evaluate knowledge, skills and valued acquired from professional development programmes and the best ways they can apply them for the maximum benefit of self, learners, colleagues, the school, community and society at large</p>
<p>19.8 Teachers as change agents</p>	<p>Display awareness of teachers as change agents and the implications</p>	<p>Exhibit knowledge of teachers as change agents and the implications and apply same in professional practice; noting that being change agent entails being open to reforms, adaptable, flexible, willingness to embrace new technologies; willingness to share resources, and care for shared resources</p>	<p>Model knowledge and practice of teachers as change agents and the implications and apply same in professional practice; noting that being change agent entails being open to reforms, adaptable, flexible, willingness to embrace new technologies; willingness to share resources, and care for shared resources</p>	<p>Lead knowledge and practice of teachers as change agents and the implications and applying same in professional practice; noting that being change agent entails being open to reforms, adaptable, flexible, willingness to embrace new technologies; willingness to share resources, and care for shared resources</p>
<p>19.9 Academic excellence and productivity</p>	<p>Display knowledge of the concept and implications of academic excellence and productivity and apply same in all professional engagements</p>	<p>Exhibit knowledge of the concept and implications of academic excellence and productivity and apply same in all professional engagements, taking this to imply among others that teachers seek to achieve the highest professional standards in all their works and uphold the honour and integrity of the profession; teachers must show evidence of outstanding publications, researches, teaching awards or other official, community or public recognition given to them as marks of professional excellence and productivity</p>	<p>Support colleagues to enhance knowledge and application of the concept and implications of academic excellence and productivity and ensuring that these reflect in all their professional engagements, taking this to imply among others that teachers seek to achieve the highest professional standards in all their works and uphold the honour and integrity of the profession; teachers must show evidence of outstanding publications, researches, teaching awards or other official, community or public recognition given to them as marks of professional excellence and productivity</p>	<p>Lead colleagues to enhance knowledge and application of the concept and implications of academic excellence and productivity and ensuring that these reflect in all their professional engagements, taking this to imply among others that teachers seek to achieve the highest professional standards in all their works and uphold the honour and integrity of the profession; teachers must show evidence of outstanding publications, researches, teaching awards or other official, community or public recognition given to them as marks of professional excellence</p>

STANDARD 19: Engage professionally with own development and academic leadership *(continued)*

SPECIFICS	NEW TEACHER	PROFICIENT	HIGHLY ACCOMPLISHED	DISTINGUISHED
<p>19.10 Leadership</p>	<p>Prove knowledge of and apply the role of the teacher as academic leader, which includes the following –</p> <ul style="list-style-type: none"> • be prepared to lead at any level of education system based on abilities and competencies • show transparency and accountability in financial matters at any level of representation in the education sector • keep and maintain proper record of property or funds received on behalf of the school such as store issue vouchers, log entry book, etc.; • serve in committees and teams, maintain and keep proper record of distribution or utilization of school resources and equipment; and • take decisions in collaboration with Boards of Governors, school management committees, etc. • Appraise teachers based on their capabilities and not by favour 	<p>Model knowledge of the roles of the teacher as academic leader, which include the following –</p> <ul style="list-style-type: none"> • be prepared to lead at any level of education system based on abilities and competencies • show transparency and accountability in financial matters at any level of representation in the education sector • keep and maintain proper record of property or funds received on behalf of the school such as store issue vouchers, log entry book, etc.; • serve in committees and teams, maintain and keep proper record of distribution or utilization of school resources and equipment; and take decisions in collaboration with Boards of Governors, school management committees, etc. 	<p>Work with colleagues to prepare them for higher academic leadership roles</p>	<p>Lead research and development initiatives to garner leadership best practices and professionally develop and prepare teachers to play leadership role at any level of the education system in the country</p>
<p>19.11 Efficiency and effectiveness</p>	<p>Display understanding of the requirements of efficiency and effectiveness in academic and administrative leadership</p>	<p>Model knowledge and practices of efficiency and effectiveness in academic and administrative leadership</p>	<p>Initiate enlightenment and developmental programmes to enhance capacity of colleagues for efficiency and effectiveness in academic and administrative leadership</p>	<p>Monitor, evaluate and review efficiency and effectiveness practices of colleagues and providing remedial or advancement opportunities</p>

STANDARD 19: Engage professionally with own development and academic leadership *(continued)*

SPECIFICS

NEW TEACHER

PROFICIENT

HIGHLY ACCOMPLISHED

DISTINGUISHED

**Assessment Guide/
Indicators**

- i. Teacher's portfolio of professional development with hard facts or evidences
- ii. Academic degrees and certificates, professional qualifications, certificates of attendance at national and international conferences and workshops and evidences of papers presented
- iii. Publication of articles, research reports, theoretical materials, book reviews, technical and scientific reports, etc.
- iv. Public presentations and speeches in academic settings and programmes
- v. Contributions and services to professional organizations
- vi. Membership of professional networks and associations
- vii. Membership of teachers union for all teachers; Conference of principals/head teachers for all principals and headteachers
- viii. Records or certificates of leadership positions; certificates of leadership training approved by the Teaching Service Commission

CHAPTER FIVE: PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

STANDARD 1: Nurture self for leadership excellence		
SPECIFICS	ACTION	
1.1	Self-appraisal	Apply a variety of self-diagnostic strategies to determine his/her strengths and weakness as leader and develop short and long term plans to improve the strengths and eradicate the weaknesses.
1.2	Personal vision and mission	<ul style="list-style-type: none"> i. Demonstrate concisely and conscientiously articulated personal vision and mission, showing what is personally desired out of life and professionally speaking. ii. Share vision and mission with colleagues and other staff.
1.3	Career dreams and aspirations	Identify and implement vision and mission and career dreams and aspirations that are inspiring enough to drive determination, hard work and excellence.
1.4	Academic standing	<p>Acquire academic qualifications stated as minimum for the leadership position and excel this where possible</p> <ul style="list-style-type: none"> i. Possess minimum of Bachelor's degree in Education or degree in other fields plus Post Graduate Diploma in Education as Head Teacher of Pre-Primary and Primary School; or Master degree in Education or Master degree in other fields plus Post Graduate Diploma in Education to qualify as Principal for Junior or Senior Secondary School. ii. Possess a Certificate in School Leadership approved by the Teaching Service Commission.
1.5	Professional standing	<ul style="list-style-type: none"> i. Possess certificate of professional registration and teaching license issued by the Teaching Service Commission. ii. Meet the provisions of the Professional Standards for Teachers iii. Meet provisions of the Professional Standards for School Leaders. iv. Must have attained the career position of Highly Accomplished as specified in the teachers' career path prior to appointment as Head Teacher or Principal.
1.6	Professional exposure	Demonstrate understanding and provide evidences of extensive engagement in professional development programmes, nationally and internationally
1.7	Professional networks	Demonstrate understanding and provide evidences of membership of professional associations and networks, nationally and internationally
1.8	Moral and ethical status	Have high moral and ethical status as can be ascertained from background checks, peer reports and assessment from supervisors and other sources
1.9	Charisma	Possess a pleasant personality that inspires and motivates learners, colleagues and other stakeholders
1.10	Hi-tech prowess	Have a good appreciation and skills of information and communication technology
Assessment guides/Indicators		<ul style="list-style-type: none"> i. Portfolio of professional development with hard facts or evidence of advanced professional development, additional academic and professional certificates, etc. ii. Honours and honours iii. Membership of professional associations and networks iv. Demonstration and evidences of self-development v. Record of evidence-based self-assessment report vi. Personal development plan vii. Evidences of contributions and services to community, institutions and professional associations viii. Evidences of participation in stakeholder meetings, workshops, summits, etc. ix. Papers, technical and research reports, theoretical materials, book reviews, etc. x. Membership of Teachers Union and Conference of Principals/Head Teachers.

STANDARD 2: Lead professional knowledge

SPECIFICS	ACTION
2.1 Knowledge of the international context and goals of education	Demonstrate knowledge and application of the following: i. The Sustainable Development Goals (SDG) 2030 ii. SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all iii. African Union Agenda for 2063: The Africa We Want iv. African Union's Continental Education Strategy for Africa (CESA 2016-2015) v. West African Teacher Professional Qualifications Frameworks and Standards developed by UNESCO and other international stakeholders vi. The teacher as a global change agent
2.2 Knowledge of the Sierra Leonean context and goals of education (law and policies)	Demonstrate knowledge and application of the following issues: i. Historical, political and socio-cultural backgrounds of education in Sierra Leone ii. National vision, goals and development objectives of Sierra Leone iii. National philosophy, goals and objectives of education in Sierra Leone iv. National education structure and system in Sierra v. Relevant provisions on teacher education and professionalism by the Sierra Leonean Constitution, Teaching Service Act, laws and policies vi. Prospects and challenges of education in the districts vii. National curriculum requirements for basic and secondary education
2.3 Knowledge of subject content	Demonstrate knowledge of the following and capacity to ensure their effective application in the various subjects and teaching-learning contexts in the school: i. Subject content ii. Curriculum prescriptions relevant to the various subjects
2.4 Knowledge of teaching methodology	Demonstrate knowledge of the following and capacity to ensure their effective application in the various subjects and teaching-learning contexts in the school: i. Lesson plan ii. Key stages of lesson delivery iii. General teaching methods iv. Learner-centred and individualized teaching strategies v. Critical inquiry and reflective approaches vi. Sourcing of instructional aids vii. Application of instructional aids viii. Educational technologies ix. Classroom organization and management x. Innovative strategies for management of large classes xi. Instructional communication xii. Handwriting in the teaching process xiii. Use of writing board and flip charts xiv. Questioning techniques in the teaching process and other relevant instructional matters
2.5 Knowledge of learners' physical, socio-cultural and psychological characteristics	Demonstrate knowledge of the following educational concepts and lead the school to excel in the utilisation of best practices: i. Diversity among learners ii. Impact of diversity on school achievement iii. Management of diversity and multi-cultural education iv. Inclusive education v. Holistic education vi. Identification of Students with special needs vii. Treatment of students with special needs viii. Stages in physical, emotional, social and cognitive development of learners ix. Sequencing and progression in learning

STANDARD 2: Lead professional knowledge *(continued)*

SPECIFICS	ACTION
2.6 Knowledge of learning assessment	Demonstrate knowledge and expertise as well as capacity to inspire teachers to adopt best practices of these issues: i. Philosophies and approaches to assessment ii. Reporting of assessments iii. Records of assessment iv. Application/uses of assessments
2.7 Other relevant matters	Excel in the following respects: i. Guide and encourage both self and colleagues for life long-learning ii. Lead other relevant matters connected with professional knowledge in the school iii. Have mastery of all other relevant academic issues and knowledge in and out of school

STANDARD 3: Lead professional practice

SPECIFICS	ACTION
3.1 Planning of learning activities and programmes	Provide leadership, inspiration and support to all teachers in the school to effectively plan and design their learning experiences taking cognisance of the following: i. Long and short term learning programmes ii. Scheme of work iii. Lesson plan iv. Lesson note v. Mastery of subject vi. SMART (simple, measurable, achievable, reliable & time-bound) and challenging learning objectives vii. Progression of lesson objectives viii. Sequencing of subject content ix. Prior assessment outcomes x. Global and wider curriculum needs xi. Gathering of instructional materials needed for the subject xii. Improvisation of instructional resources xiii. Internet based resource materials xiv. Team planning where applicable xv. Variety of teaching methods xvi. Classroom arrangement xvii. Grouping of learners xviii. Management of large class size xix. Differentiation of learning activities xx. Use of English language xxi. Use of local language where applicable xxii. African/Sierra Leonean culture xxiii. Care of classroom facilities

SPECIFICS	ACTION
3.2 Delivery of learning activities and programmes	Monitor, evaluate and cause a continual renewal of the strategies for delivering learning activities and programmes in the school, paying attention to: <ul style="list-style-type: none">i. Management of classroom activitiesii. Classroom atmosphereiii. Classroom disciplineiv. Entry behaviour in the teaching-learning processv. Instructional communicationvi. Educational technologiesvii. Instructional aidsviii. Presentation of lessonsix. Learner-centrednessx. Learners' group work in classxi. Learners with special needsxii. Equality of learning opportunities for allxiii. Spirit of enquiry and critical thinking among learnersxiv. Questioning techniquesxv. Reinforcement of learningxvi. Holistic educationxvii. Lesson summaryxviii. Home assignmentsxix. Class attendance recordsxx. Time managementxxi. Care of classroom facilities
3.3 Learning assessments	Monitor, evaluate and cause a continual renewal of the strategies for assessing learning activities and programmes in the school, paying attention to: <ul style="list-style-type: none">i. Marking schemesii. Assessment strategiesiii. Nature of assessmentsiv. Domains of learningv. Team and peer assessmentsvi. Validity and reliability of assessmentsvii. SMART-ness of assessmentsviii. Matching assessment with lesson objectivesix. Preparation of learners for assessmentx. Administration of assessmentsxi. Fairness in assessmentsxii. Feedback to learners and other stakeholdersxiii. Acting on outcome of assessmentsxiv. Records of assessmentsxv. Annual Assessment Report of the school
3.4 Extra-curricular activities	Demonstrate knowledge of all extra-curricular activities in the school and capacity to supervise, monitor and continually improve their practices.

STANDARD 3: Lead professional practice (continued)**SPECIFICS****ACTION****3.5** Human rights and security of lives

Demonstrate understanding of the concepts, national and international laws and conventions, and efforts related to under-listed issues and apply them to deliver high quality health and security services for the school:

- i. Human rights
- ii. Safety and security of learners
- iii. Safe use of ICT
- iv. Provision of health services
- v. Prevention and control of HIV/AIDS
- vi. Safe environment

STANDARD 4: Lead professional engagement**SPECIFICS****ACTION****4.1** Engagement with statutory and administrative authorities

Apply knowledge of the following issues to guide and support teachers in their relevant professional engagements:

- i. Registration and licensing requirements by TSC
- ii. Statutory, administrative and organizational requirements and policies
- iii. Education Laws
- iv. Education Vision and Mission

4.2 Engagement with learners

Serve as model for all teachers in professional engagement with learners especially with reference to:

- i. All-round development of the learners
- ii. Diligence and confidentiality of learners
- iii. Learners' dignity
- iv. Responsibility for diagnosis and treatment of learners' academic problems
- v. Empathy for learners
- vi. Zero tolerance to sexual exploitation and other related offences
- vii. Zero tolerance to examination malpractice
- viii. Zero tolerance to cultism and violence
- ix. Zero tolerance to corruption.
- x. Zero tolerance to ideological indoctrination of learners
- xi. Modelling for learners
- xii. Zero tolerance to corporal punishment
- xiii. Zero tolerance to violence
- xiv. Zero tolerance to use obscene language
- xv. Teacher's dressing

4.3 Engagement with colleagues

Model best practices in professional engagement with colleagues and promote:

- i. Team spirit among teachers
- ii. High integrity
- iii. Zero tolerance to touting
- iv. Zero tolerance to plagiarism and other academic misconducts
- v. Inspiration of peers, seniors and juniors
- vi. Objectivity
- vii. Democratic decision making.

STANDARD 4: Lead professional engagement *(continued)*

SPECIFICS	ACTION
4.4 Engagement with parents and guardians	Model best practices in professional engagement with parents and guardians and promote: <ol style="list-style-type: none"> i. Rights of parents and guardians ii. Involvement of parents and guardians in educational matters iii. Communication with parents and guardians iv. Zero tolerance for bribes from parents and guardians v. Parents-Teachers Association/Community-Teacher Association.
4.5 Engagement with society	Be an epitome of professionalism with exemplary records in terms of: <ol style="list-style-type: none"> i. Professional independence ii. Adherence to professional competence iii. Professional commitment iv. Community involvement in education v. Professional ethics vi. Good citizenship vii. Advisory to government on educational matters viii. Tolerance ix. Healthy and decent personal habits x. Constructive criticism xi. Open-mindedness
4.6 Professional development of colleagues	Inspire and support colleagues towards self-appraisal and actions to continually improve their professional knowledge, practices and engagement through with the following as guide: <ol style="list-style-type: none"> i. Self-appraisal ii. Standards and plan for self-development iii. Career path iv. Holistic professional development v. Engagement with peers for professional development vi. Professional development networks vii. Application of knowledge, skills and values acquired from professional development programmes viii. Teachers as change agents ix. Academic excellence and productivity

STANDARD 5: Lead organizational management and transformation

SPECIFICS	ACTION
5.1 Transformational leadership	Demonstrate qualities of transformational leadership which include great personal and organizational vision, creativity, participatory leadership style, all-round excellence, and extensive national and global reach.
5.2 Organizational vision	<ol style="list-style-type: none"> i. Have clearly articulated school vision publicly displayed to inspire learners, colleagues, parents and other stakeholders ii. Have demonstrable evidences that the Vision is the fulcrum of engagements of the school
5.3 Organizational mission	<ol style="list-style-type: none"> i. Have superbly articulated mission of how to accomplish the school vision, publicly displayed to inspire learners, colleagues, parents and other stakeholders ii. Have demonstrable evidences that the Mission is the fulcrum of engagements of the school.
5.4 Organizational core values	<ol style="list-style-type: none"> i. Have constructive list of core values of the school, publicly displayed to inspire learners, colleagues, parents and other stakeholders. ii. Have demonstrable evidences that the core values are the fulcrum of engagements of the school.

STANDARD 5: Lead organizational management and transformation *(continued)*

SPECIFICS		ACTION
5.5	Organizational culture and values	i. Demonstrate the existence of a conducive social atmosphere, values and attitudes that are teacher and learner friendly ii. Create sustainable teaching and learning environment
5.6	The power of attitudes	Demonstrate understanding of the concept and power of attitudes and possess clear strategies for working on organizational attitudes to optimize human behaviour within the system.
5.7	Emotional intelligence	Demonstrate understanding of the concept and power of emotional intelligence and have clear strategies of enhancing own emotional intelligence to create positive human relations within and outside the school.
5.8	Organizational efficiency and effectiveness	Periodically conduct SWOT analysis of the school and take constructive steps to boost opportunities and strength while minimizing threats and weaknesses. (SWOT: S = Strength; W = Weaknesses; O = Opportunities; T = Threat)
5.9	Technology and innovation	Initiate and sustain technological innovation in the school
5.10	Change management	Lead positive changes in the school spanning human behaviour, attitudes and culture as well as organizational practices, principles, policies, methods of work, etc.
5.11	Democratization and participatory systems	Entrench participatory systems that give all stakeholders a voice in the management of the school
5.12	Succession plan	Coach and mentor colleagues that may serve as competent replacement in times of retirement or re-deployment.
5.13	Human resources	i. Perform human resource management functions of the school in accordance with best practices - recruitment, deployment, motivation, welfare, employment contracts, discipline, labour relations/trade unions, etc. ii. Have demonstrable training and skills in human resource management best practices.
5.14	Planning & budgeting	Demonstrate expertise in the development of short and long term plans and budgeting for the school
5.15	Financial management systems	i. Understand and apply extant financial management principles and policies. ii. Run financial management system that is transparent, accountable and conforms to best financial rules and regulations.
5.16	Coordinating/delegation	i. Demonstrate understanding of the importance and rules of delegation of duties and provide sufficient support to staff who perform delegated responsibilities. ii. Monitor and supervise staff for compliance
5.17	Commanding	i. Understand and apply the concept of organizational command and ii. Run a command system that generates peace, tranquillity, enthusiasm and team spirit in the school
5.18	Communicating	Understand and utilise knowledge of the art of excellent organization communication.
5.19	Infrastructure and facilities	i. Maintain records of schools assets. ii. Exhibit expertise in the procurement, management and maintenance of school infrastructure and facilities.
5.20	Health/anti-executive stress management	i. Have demonstrable anti-stress knowledge and practices to create healthy mind, body and working environment. ii. Engage in extra-curricular activities in and out of the school to promote health of teachers and learners.
5.21	External relations/institutional reputation	i. Demonstrate expertise in the professional engagement with complex set of external stakeholders. ii. Demonstrate understanding of the concept of corporate reputation and have strategies that keep the image of the school in high regard in the eye of the public.

SPECIFICS	ACTION
Assessment Guides/Indicators (Standards 2-5)	<ul style="list-style-type: none">i. Records of learner performance in the various programmesii. Performance of learners in public examinationsiii. Existence, quality and implementation of school improvement planiv. Rate of enrolment and retentionv. School reputationvi. Improvement of facilities and resources of the schoolvii. Attitude of teachers and learners to the school leaderviii. Existence of records and database of important instructional programmes and activities – e.g. Duty roster, teachers’ files, class registers, log book, staff attendance register, report cards, continuous assessment records, financial records, learner health records, etc.ix. Evidence of effective communication with all parties – e.g. Suggestion box, notice boards, minutes of meetings with all parties, school supervisors’ reports, etc.x. Existence of subject heads and heads of departmentxi. SWOT Analysis – current design of strategic plans of the schoolxii. Leadership succession – Evidence of delegation of responsibilities; evidence that the leaders regularly proceeds on earned leave, evidence of representation in important stakeholder meetings and programmes by colleagues, extent of involvement of deputies in administration, attitude of deputies to the school leaders, etc.xiii. Leader’s self-disciplinexiv. Effective monitoring schools strategiesxv. Active participation of all stakeholders (learners, parents, society, etc.) in relevant school activities and programmes and their evidencesxvi. Functional school libraryxvii. Transparency and accountabilityxviii. And others

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APPENDIX 1. Professional Standards for Teachers Self-assessment Scale

SELF-EVALUATION SCALE

Sierra Leone Teaching Service Commission
Professional Standards for Teachers

Name of teacher: _____

Career stage: _____

Address: _____

Instruction:

For each of the sub-standards, mark 'X' in any of the columns labeled A, B, C, D or E to indicate your award of marks.

At the end of the assessment, sum the marks to get the total score.

The total score can be converted to a percentage by dividing it by the maximum possible score and multiplying by 100.

KEY:

A: Excellent (5 marks)

B: Good (4 marks)

C: Fair (3 marks)

D: Poor (2 marks)

E: Very poor (1 mark)

PROFESSIONAL KNOWLEDGE

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 1: Know and understand the international context and goals of education					
1.1 The teacher as a global change agent					
1.2 The United Nations Sustainable Development Goals (SDG) 2030					
1.3 SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.					
1.4 African Union Agenda 2063: The Africa We Want.					
1.5 African Union's Continental Education Strategy for Africa (CESA 2016-2025)					
1.6 West African Teacher Professional Qualification Frameworks and Standards developed by UNESCO and other international stakeholders					
STANDARD 2: Know the Sierra Leonean context and goals of education					
2.1 Historical, political and socio-cultural backgrounds of education in Sierra Leone					
2.2 National Development Plan - vision, goals and development objectives of Sierra Leone					
2.3 Education Sector Plan - Sierra Leonean national philosophy, goals and objectives of education					

Standard 2: Know the Sierra Leonean context and goals of education *(continued)*

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
2.4 Sierra Leonean National education structure and system					
2.5 Relevant provisions on teacher education and professionalism by the Sierra Leonean Constitution, Teaching Service Act and other Acts and policies					
2.6 Vision, mission, challenges and prospects of education at the District level					
2.7 Sierra Leonean national school curriculum requirements					

STANDARD 3: Know subject content

3.1 Content of the subject					
3.2 Curriculum prescriptions relevant to the subject					

STANDARD 4: Know how to teach the subject

4.1 Basic fields of education					
4.2 Lesson plan					
4.3 Key stages of lesson delivery					
4.4 General teaching/instructional methods					
4.5 Learner-centred and individualized teaching strategies					
4.6 Critical inquiry and reflective approaches					
4.7 Sourcing of Instructional aids					
4.8 Application of instructional aids					
4.9 Educational technologies					
4.10 Classroom organization and management					
4.11 Innovative strategies for management of large classes					
4.12 Communication					
4.13 Handwriting					

STANDARD 4: Know how to teach the subject (continued)

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
4.14 Writing Board and Flip Charts					
4.15 Literacy and numeracy					
4.16 Questioning Techniques					

STANDARD 5: Know physical, socio-cultural and psychological characteristics of learners

5.1 Diversity among learners, e.g. gender, language, urban-rural, economic and social background					
5.2 Impact of diversity on school achievement					
5.3 Management of diversity and multi-cultural education, including conflict management and peace building					
5.4 Inclusive education					
5.5 Holistic education					
5.6 Identification of Students with special needs					
5.7 Treatment of learners with special needs					
5.8 Stages in physical, emotional, social and cognitive development of learners					
5.9 Sequencing and progression in learning					

STANDARD 6: Know how to assess learners

6.1 Philosophies, approaches, types and choice of assessments					
6.2 Reporting of assessments					
6.3 Records of assessment					
6.4 Application/uses of assessments; and selection of appropriate assessments for specific situations					
6.5 Ethical issues in assessment					

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 7: Know fundamentals of education governance and channels of communication					
7.1 Levels and roles of education governance					
7.2 Channels of communication					
7.3 The teacher as instructional leader					
7.4 School leadership and management					
SCORE					

PROFESSIONAL PRACTICE

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 8: Plan learning activities and programmes					
8.1 Long and short term learning programmes					
8.2 Scheme of work					
8.3 Lesson plan					
8.4 Develop lesson note					
8.5 Mastery of subject					
8.6 SMART and challenging learning objectives					
8.7 Progression of lesson objectives					
8.8 Sequenced subject content					
8.9 Prior assessment outcomes					
8.10 Global and wider curriculum needs					
8.11 Gathering of instructional materials needed for the subject					
8.12 Improvisation of instructional resources					
8.13 Internet based resource materials					

Standard 8: Plan learning activities and programmes *(continued)*

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
8.14 Team planning where applicable, and inter-disciplinary/whole approach					
8.15 Teaching methods					
8.16 Classroom teaching arrangement					
8.17 Grouping of learners					
8.18 Management of large class size					
8.19 Differentiation of learning activities					
8.20 Availability of lesson plans					
8.21 English language					
8.22 Local languages					
8.23 African/Sierra Leonean culture					

STANDARD 9: Deliver lessons

9.1 Management of classroom activities					
9.2 Classroom atmosphere and positive learner attitude					
9.3 Classroom discipline					
9.4 Entry behaviour					
9.5 Legible/Clear handwriting					
9.6 Instructional communication					
9.7 Educational technologies					
9.8 Instructional aids					
9.9 Presentation of lessons					
9.10 Learner-centred					
9.11 Group approaches					

Standard 9: Deliver lessons (continued)

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
9.12 Learners with special needs					
9.13 Equality of learning opportunities					
9.14 Spirit of enquiry and critical thinking					
9.15 Questioning techniques					
9.16 Reinforcement of learning					
9.17 Holistic education					
9.18 Time management					
9.19 Attendance records					
9.20 Care of classroom facilities					
9.21 Review of outcome of previous assignments					
9.22 Lesson summary					

STANDARD 10: Assess learning

10.1 Evaluate personal performance					
10.2 Test blueprint					
10.3 Marking schemes					
10.4 Assessment strategies					
10.5 Nature of assessments					
10.6 Domains of learning					
10.7 Team and peer assessments					
10.8 Validity and reliability of assessments					
10.9 SMART assessments					
10.10 Matching assessment with lesson objectives					

Standard 10: Assess learning *(continued)*

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
10.11 Preparation of learners for assessment					
10.12 Administration of assessments					
10.13 Home work					
10.14 Fairness in assessments					
10.15 Feedback to learners and other stakeholders					
10.16 Acting on outcome of assessments					
10.17 Records of assessments					

STANDARD 11: Participate in and supervise extracurricular activities

11.1 Participation in decision-making					
11.2 Organize programmes and learning opportunities beyond the classroom.					
11.3 Supervision of meals where applicable (for boarding schools)					
11.4 Supervision of siesta where applicable (for boarding schools)					
11.5 Supervision of prep, assignments and practical					
11.6 Coordination of clubs and societies					
11.7 Coordination of games and sports					
11.8 Organization of competitions within the school and between schools					
11.9 Participation in professional development and union activities					
11.10 Supervision of environmental sanitation activities within the school compound					
11.11 Organization of field trips and school exchange programmes.					
11.12 Organization of remedial classes/summer activities/fast track activities					
11.13 Participation in staff meetings/team building					

Standard 11: Participate in and supervise extracurricular activities *(continued)*

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
11.14 Supervision of agricultural activities for learners					
11.15 Provide guidance to learners on educational, academic and career issues					
11.16 Supervision of students under disciplinary action					
11.17 Supervision of religious activities					
11.18 Coordination of "Open Days"					
11.19 Organization of cultural activities					

STANDARD 12: Safeguard human rights and lives

12.1 Human rights laws					
12.2 Maintenance of safety and security of learners					
12.3 Safe use ICT					
12.4 Provision of health services					
12.5 Prevention and control of HIV/AIDS					
12.6 Safe environment					

SCORE

PROFESSIONAL ENGAGEMENT

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 13: Engage professionally with statutory and administrative authorities					
13.1 Registration and licensing of teachers by TSC					
13.2 Statutory, administrative and organizational requirements and policies					
13.3 Constitution, Acts, policies and regulations on education					
13.4 Education Vision and Mission					

SUB-STANDARDS		PERFORMANCE				
		A	B	C	D	E
STANDARD 14: Engage professionally with learners						
14.1	All-round development of the learner (Holistic education) – Knowledge, skills, values and attitudes					
14.2	Diligence and confidentiality					
14.3	Learners’ dignity					
14.4	Responsibility for diagnosis and treatment of learners’ academic challenges					
14.5	Empathy for learners					
14.6	Teacher remuneration					
14.7	Zero tolerance to sexual exploitation, child labour and other related offences					
14.8	Zero tolerance to examination malpractice					
14.9	Zero tolerance to cultism					
14.10	Zero tolerance to corruption.					
14.11	Zero tolerance to ideological indoctrination of learners					
14.12	Modeling for learners					
14.13	Teacher’s dress code					
STANDARD 15: Engage professionally with Colleagues						
15.1	Team spirit among teachers					
15.2	High integrity					
15.3	Zero tolerance to touting (undue publicity of self to undermine colleagues)					
15.4	Zero tolerance to plagiarism and other academic misconducts					
15.5	Inspiration of peers, seniors and juniors					
15.6	Objectivity					
15.7	Democratic decision making					

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 16: Engage professionally with parents and guardians					
16.1	Rights of parents and guardians				
16.2	Involvement of parents and guardians in educational matters				
16.3	Communication with parents and guardians				
16.4	Zero tolerance for bribes from parents and guardians				
16.5	Teachers and Parents/Guardians				
STANDARD 17: Engage professionally with employers					
17.1	Cooperation with employers				
17.2	Professional independence				
17.3	Adherence to professional competence				
STANDARD 18: Engage professionally with society					
18.1	Community involvement in education (Community Teacher Association, etc.)				
18.2	Professional Commitment				
18.3	Professional ethics				
18.4	Exemplary citizenship				
18.5	Advisory to government on educational matters				
18.6	Tolerance				
18.7	Healthy and decent personal habits				
18.8	Acts of omission or commission				
18.9	Constructive criticism				
18.10	Open-mindedness				

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 19: Engage professionally with own development and academic leadership					
19.1 Need for professional growth and development					
19.2 Career path					
19.3 Self-appraisal					
19.4 Holistic professional development e.g. cognitive, affective and psychomotor dimensions					
19.5 Engagement with peers for professional development					
19.6 Professional development networks					
19.7 Application of knowledge, skills and values acquired from professional development programmes					
19.8 Teachers as change agents					
19.9 Academic excellence and productivity					
19.10 Leadership					
19.11 Efficiency and effectiveness					
SCORE					

APPENDIX 2. Professional Standards for School Leaders Self-evaluation Scale

SELF-EVALUATION SCALE

Sierra Leone Teaching Service Commission
Professional Standards for Teachers

Name of teacher: _____

Career stage: _____

Address: _____

Instruction:

For each of the sub-standards, mark 'X' in any of the columns labeled A, B, C, D or E to indicate your award of marks.

At the end of the assessment, sum the marks to get the total score.

The total score can be converted to a percentage by dividing it by the maximum possible score and multiplying by 100.

KEY:

A: Excellent (5 marks)

B: Good (4 marks)

C: Fair (3 marks)

D: Poor (2 marks)

E: Very poor (1 mark)

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 1: Nurture self for leadership excellence					
1.1 Self-appraisal					
1.2 Personal vision and mission					
1.3 Career dreams and aspirations					
1.4 Academic standing					
1.5 Professional standing					
1.6 Professional exposure					
1.7 Professional networks					
1.8 Moral and ethical status					
1.9 Charisma					
1.10 Hi-tech prowess					

SUB-STANDARDS	PERFORMANCE				
	A	B	C	D	E
STANDARD 2: Lead professional knowledge					
2.1	Knowledge of the international context and goals of education				
2.2	Knowledge of the Sierra Leonean context and goals of education (law and policies)				
2.3	Knowledge of subject content				
2.4	Knowledge of teaching methodology				
2.5	Knowledge of learners' physical, socio-cultural and psychological characteristics				
2.6	Knowledge of learning assessment				
2.7	Other relevant matters				
STANDARD 3: Lead professional practice					
3.1	Planning of learning activities and programmes				
3.2	Delivery of learning activities and programmes				
3.3	Learning assessments				
3.4	Extra-curricular activities				
3.5	Human rights and security of lives				
STANDARD 4: Lead professional engagement					
4.1	Engagement with statutory and administrative authorities				
4.2	Engagement with learners				
4.3	Engagement with colleagues				
4.4	Engagement with parents and guardians				
4.5	Engagement with society				

SUB-STANDARDS		PERFORMANCE				
		A	B	C	D	E
4.6	Professional development of colleagues					
STANDARD 5: Lead organizational management and transformation						
5.1	Transformational leadership					
5.2	Organizational vision					
5.3	Organizational mission					
5.4	Organizational core values					
5.5	Organizational culture and values					
5.6	The power of attitudes					
5.7	Emotional intelligence					
5.8	Organizational efficiency and effectiveness					
5.9	Technology and innovation					
5.10	Change management					
5.11	Democratization and participatory systems					
5.12	Succession plan					
5.13	Human resources					
5.14	Planning & budgeting					
5.15	Financial management systems					
5.16	Coordinating/delegation					
5.17	Commanding					
5.18	Communicating					
5.19	Infrastructure and facilities					
5.20	Health/anti-executive stress management					
5.21	External relations/institutional reputation					
SCORE						

