

Teacher Human Resource Policy 2014



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Ministry of Education



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“...Today I speak on behalf of our teachers and students – our teachers will always be committed and dedicated teachers – our students will always be diligent and loyal students – but it is the duty of parents, policy makers and the government to put the right tools in their hands – the right books, the right curriculum, the right direction.

...We can dream of a strong bureaucracy of the highest standards but we must not forget that those standards must be set in school where our future bureaucrats are.”

- His Majesty's Address at the third Convocation of the Royal University of Bhutan, Paro College of Education, 17 February 2009



MINISTER

21st February 2014

MESSAGE FROM THE MINISTER

Let me begin with the well-known maxim “the quality of education cannot exceed the quality of teachers”.

How we grow and develop as a nation in the long run depends on the quality of leaders coming out of our education system, and this in turn largely depends on the quality of teachers we have in our schools. Therefore, the quality of teachers and the quality of their teaching are crucial factors in achieving the desired student outcome.

Consistent with Bhutan’s Vision 2020 and education sector’s emphasis to achieving a level of student competencies equivalent to international standards by 2020, Royal Government has continuously embarked upon numerous initiatives and reforms to upgrade the professional competencies of teachers. The Teacher Human Resource Policy 2014 is therefore a part of an ongoing effort in this direction, that sets clearer procedures on teacher recruitment, deployment, training, retention and appraisal system and enhance their professional development and opportunities.

The Ministry will continue to accord very high priority to teachers to enable them to develop their knowledge and skills, and enhance motivation and performance.

I would like to commend the excellent work done by the officials of the Ministry as well as other stakeholders for their support and contributions in bringing out this policy document.

Mingbo Dukpa



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ROYAL GOVERNMENT OF BHUTAN

MINISTRY OF EDUCATION

Cultivating the Grace of Our Mind



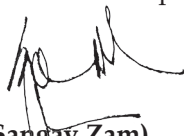
FOREWORD

Teachers are the backbone of an education system and the quality of education hinges on their empowerment and motivation. They are the first bridge for children to places and people beyond their village and community. As articulated in the National Education Policy, “a teacher ought to find himself or herself securely inside the Triangle Noble - endowed with a deep love of children, an abiding passion for knowledge, and firm conviction of the importance of education as an instrument of empowerment”. Teachers are, therefore, the “true nation builders”.

The Ministry of Education undertook many reforms during the 10th Five Year Plan from instituting transparent systems for teacher deployment, transfers, and promotion to enhanced professional development opportunities. In particular, a comprehensive Master Plan for In-service Education of Teachers was developed to provide focused professional development to teachers for quality teaching and learning.

The THRP 2014 is a comprehensive document in which the principles and operational rules are guided by and within the overall Bhutan Civil Service Rules and Regulations. It is contextualised to address the specific needs of the teachers and the teaching profession. The THRP is expected to provide a clear guide on five key areas viz. (1) Career Track enabling a teacher to attain the highest position at Specialist (ES) level following any of the three career tracks; (2) Recruitment to attract potential candidates into teaching and retain the best teachers; (3) Deployment that will ensure sufficient teacher supply to schools based on subject specialization; (4) Professional Development that will ensure that every teacher gets adequate professional development opportunities to upgrade and update professional knowledge and skills for quality teaching and learning; and (5) Performance Management to foster performance-based culture, reward and recognition to teachers.

Finally, I would like to acknowledge the hard work of the Task Force, in particular Dhendup Tshering, Senior Human Resource Officer, who spearheaded the development of this policy. Our gratitude also goes to all teachers, principals and DEOs for their valuable suggestions and insightful comments. We would also like to thank the RCSC for their support and DANIDA for providing the resources to undertake this policy initiative.


(Sangay Zam)
SECRETARY

7th February 2014

ABBREVIATION

ADEO:	Assistant District Education Officer
ATEO:	Assistant Thromde Education Officer
BCSE:	Bhutan Civil Service Examination
BCSR:	Bhutan Civil Service Rules and Regulations 2012
B.Ed.:	Bachelor of Education
CBIP:	Cluster Based In-service Programme
CBT:	Community Based Teacher
CLT:	Cluster Lead Teacher
CO:	Curriculum Officer
CoE:	College of Education
DBIP:	Dzongkhag Based In-service Programme
DCRD:	Department of Curriculum Research and Development
DEO:	Dzongkhag Education Officer
DSE:	Department of School Education
DYS:	Department of Youth and Sports
EMO:	Education Monitoring Officer
EMSSD:	Education Monitoring and Support Services Division
EX:	Executive
ES:	Specialist
HRC:	Human Resource Committee
HRD	Human Resource Division
HSS:	Higher Secondary School
INSET:	In-service Education of Teachers
LSS:	Lower Secondary School
MLT:	Master Lead Teacher
MoE:	Ministry of Education
MoF:	Ministry of Finance
MOG:	Major Occupational Group

MSS:	Middle Secondary School
NBIP:	National Based In-service Programme
PAS:	Performance Appraisal System
PD:	Professional Development
PDD:	Professional Development Division
PGDE:	Post Graduate Diploma in Education
PIP:	Performance Improvement Plan
PLT:	Professional Learning Team
PMS:	Performance Management System
RCSC:	Royal Civil Service Commission
RUB:	Royal University of Bhutan
SBIP:	School Based In-service Programme
SLT:	School Lead Teacher
TEO:	Thromde Education Officer
THRP:	Teacher Human Resource Policy 2014
TPF:	Transfer Processing Form
TRC:	Teacher Resource Centre
VP:	Vice Principal

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Guided by the principles and operational rules and within the overall Bhutan Civil Service Rules and Regulations 2012, and cognizant of the specific nature and needs of the teachers and the teaching profession, the Ministry of Education, hereinafter referred to as MoE, has promulgated this Teacher Human Resource Policy as per the RCSC approved Education HR White Paper reference no. RCSC/PP/03/2009-2010/733 dated August 9, 2010 and its subsequent approval reference no. RCSC/PP/03/2129 dated February 27, 2013 (Annexure 1.1). This policy document, hereinafter referred to as THRP, shall serve as a comprehensive framework to guide decision makers on teacher human resource matters.

1.1 Title

This policy shall be known as the Teacher Human Resource Policy 2014.

1.2 Coverage

1.2.1 This policy shall extend to the Educational Professionals within the Ministry of Education inclusive of:

1.2.1.1 Principals, Vice Principals, and teachers in the schools including lead teachers and specialists.

1.2.1.2 Education Officers in the Dzongkhags and Thromdes;

- 1.2.1.3 Curriculum Officers including Specialists in the Department of Curriculum Research and Development;
 - 1.2.1.4 Education Monitoring Officers including Specialists in the Education Monitoring and Support Services Division;
 - 1.2.1.5 Counselors in the schools and in the DYS; and
 - 1.2.1.6 Any other positions that may be created by the MoE.
- 1.2.2 The provisions on teacher qualification, career progression, professional development in the THRP may apply to:
- 1.2.2.1 Principals, Vice Principals and teachers of private schools; and
 - 1.2.2.2 Any such other educational professionals employed outside the direct jurisdiction of the Ministry of Education.
 - 1.2.2.3 However, some provisions will not apply directly but will serve as a reference point.

1.3 Commencement

This THRP shall come into effect from 21st Day of the 12th Month of the Wood Male Horse Year of the Bhutanese Calendar corresponding to 21st Day of the February Month of the Year 2014.

1.4 Purpose

The purposes of THRP are to:

- 1.4.1 attract and retain the best and the brightest into teaching profession;
- 1.4.2 see teaching profession as a career of choice;
- 1.4.3 create an enabling environment to enhance the morale and motivation of teachers; and
- 1.4.4 promote and strengthen fair and transparent human resource management.

1.5 Authority

- 1.5.1 The Ministry of Education shall formulate all education plans and policies and provide necessary support to Dzongkhags and Thromdes. In addition, the authority for inter-Dzongkhag/Thromde and inter-agency transfers; change of MOG, fast-track and meritorious promotions shall be vested with the MoE. However, the Ministry may delegate the authority to a relevant body from time to time.
- 1.5.2 Dzongkhags, Thromdes and schools shall be responsible for execution of education plans and programmes formulated by the MoE and as stipulated in THRP. In addition, Dzongkhags and Thromdes shall facilitate all intra-Dzongkhag/Thromde transfers besides submitting the annual teacher requisitions to MoE.

1.5.3 Professional Development Division under the MoE shall be responsible for quality assurance of professional development programmes of teachers, licensing of teachers, accreditation and certification of INSET programmes and other mandates as may be delegated by the MoE.

1.6 Supersession

All existing policies, procedures, notifications and circulars in force concerning the subjects, which are covered by the THRP, shall be deemed to have been superseded from the effective date of this THRP.

1.7 Supplementary Order

The Ministry of Education shall issue Executive Orders consistent with this THRP as may be necessary from time to time which shall become part of this policy document.

1.8 Amendment and Interpretation

1.8.1 The authority for amendment and interpretation of any provision under the THRP, including annexure, shall vest with MoE and its interpretation shall be final and binding.

However, in the event of any of the policy and procedures in this THRP conflicts with any provision in the BCSR, the provisions in the BCSR shall take precedence over the THRP.

Introduction

The Career Track has been developed in line with the BCSR and the Position Directory in particular (Figure 2.1). It offers multiple career advancement pathways within the teaching profession. Teachers can choose to continue along the normal career track or follow the competitive track. It also provides opportunities to teachers for vertical and horizontal movements.

2.1 Policy statement

2.1.1 Teaching profession shall have three distinct career advancement opportunities, viz. Teaching Track, Administration Track, and Specialist Track.

2.1.2 The Career Track shall allow for both vertical and horizontal movements.

2.1.3 There shall be broad-banded positions to allow for both normal and competitive promotions up to P2 level.

2.1.4 The career mobility and interpretation shall be as per the career track diagram (Figure 2.1) and the eligibility criteria as per Annexure 2.1.

2.2 Objectives

The Career Track shall be to provide teachers with clear career pathways, advancement opportunities, specialisation choices, and entry and exit requirements resulting in professionalisation of teaching profession.

2.3. Career Track

The three distinct career tracks for teachers are:

2.3.1. Teaching Track: This track is general and compulsory for all new entrants of the profession. Teaching Track begins at P5 level as Teacher III and the highest position is MLT at ES level. In this track, a Teacher may choose to become SLT, CLT, and MLT through open competition while they may advance to Senior Teacher I position at P1 level through normal promotion. However, they must fulfill the minimum number of years required for each position level and other set criteria. Further, each position has specific Job Descriptions (refer Handbook for Job Descriptions).

2.3.2. Administration Track: This track is for administration and leadership position holders and begins with Senior DEO/ Senior TEO; Principal III; and VP II at P3 level. They may get a normal promotion to Dy. Chief DEO/Dy. Chief TEO, Principal II and VP I at P2 level respectively after serving a minimum required years and fulfilling other set criteria. Principal II may be promoted to Principal I at P1 level after serving a minimum required years and fulfilling other set

criteria; however, they should sign a legal undertaking as per BCSR.

The post for Dy. Chief DEO/Dy. Chief TEO at P2 level may be also opened for competition. After serving a minimum of 2 years as Dy. Chief DEO/Dy. Chief TEO, Principal II, VP I and fulfilling other set criteria, they may compete for the post of Chief DEO/Chief TEO at P1 level.

The highest position one may attain in this career track is Principal at ES level based on recommendation of the Ministry and approval of the RCSC. Similar to the Teaching Track, the Administration Track also has specific Job Descriptions for each position (refer Handbook for Job Descriptions).

2.3.3. Specialist Track: This track is a technical track requiring in-depth knowledge and skills in specific fields. This track offers positions for Curriculum Officers and Education Monitoring Officers. CO/EMO begins their career at P3 level as CO II/EMO II. They may advance to ES level as Curriculum/Education Monitoring Specialist. There will be selection processes and specific criteria for each Specialist position as described in this chapter.

Teachers may also compete for the post of School Counselor at P3 level after fulfilling the set criteria and become Counseling Specialist at ES level based on recommendation of the Ministry and approval of the RCSC. Similar to the Teaching and Administration Tracks, the Specialist Track

also has specific Job Descriptions for each position (refer Handbook for Job Descriptions).

2.4. Lateral movement across Career Tracks

There will be horizontal movement across the three career tracks up to P2 level. In order to enhance specialisation at different career tracks, the movements beyond P2 level positions shall take place in two ways viz. (i) open competition and (ii) normal promotion. However, the normal promotions beyond P2 shall be made effective upon signing a legal undertaking.

2.5. Tenure for Administration and Professional Position holders

The incumbents in the professional positions (MLT, CLT, and SLT) in the Teaching track at P2 level and above and those in the Administration track at P3 level and above may be allowed to stay at the same position level for a maximum period of five years. If they cannot move up the next higher position in the chosen track within five years, they shall be asked to return to the teaching track as a teacher or equivalent position in other track subject to fulfilling the set criteria

2.6. Exit from the Ministry of Education

Teachers and other professionals described in the career track diagram may be allowed to exit voluntarily from the MoE if:

2.6.1. their exit is at the end of the academic year;

2.6.2. they do not have any HR obligation;

2.6.3 they fulfill other provisions of the BCSR.

2.7. Strategy

2.7.1. Teachers will be offered opportunities to choose their career track from three distinct career advancement pathways, viz. Teaching Track, Administration Track, and Specialist Track.

2.7.2. The opportunities for teachers to advance to the highest position in their civil service career will be created by the career track policy. By choosing any career track, a teacher may attain the level of a Specialist (ES), viz. Principal, MLT, and Specialist (Curriculum, Education Monitoring, and Counseling) following the Administration Track, Teaching Track, and Specialist Track.

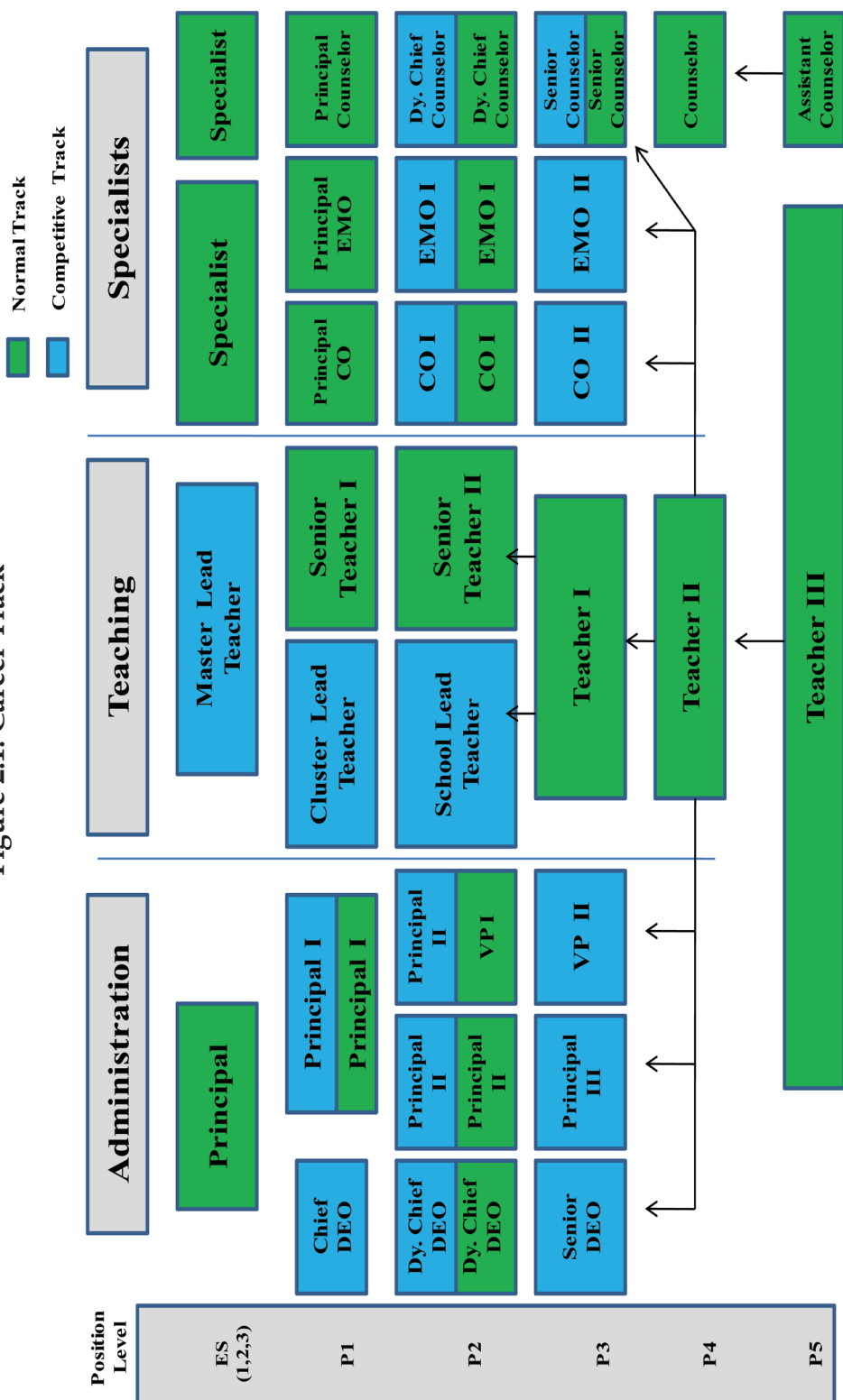
2.7.3. The opportunities for both vertical and horizontal movements will be created to allow for more choices. Teachers who have chosen the Specialist and the Teaching tracks may move vertically and horizontally within these two tracks. However, the education professionals in the Administration track will be allowed to move both vertically and horizontally to the Teaching and Specialist tracks subject to fulfilling the eligibility requirements given in Annexure 2.1.

2.7.4. Teachers and other professionals will be offered options for both normal promotion and open competitive selection up to P2 level through broad-banding of the positions.

2.7.5. The opportunities for movement from P2 to P1 and above

will be offered in two ways, viz. through open competition and normal promotion as indicated in Figure 2.1. The normal promotions from P2 to P1 and above will be based on the recommendation of the Ministry and approval of the RCSC, which will be made effective upon signing a legal undertaking.

Figure 2.1: Career Track



Career Pathways Interpretation

A. Teaching Track

- i. All teachers shall be recruited through the BCSE and designated as Teacher III at P5 level.
- ii. Teacher III at P5 level should serve a minimum of 5 years including probation period and fulfill other set criteria to be eligible for a normal promotion to Teacher II at P4 level.
- iii. Teacher II may advance to Senior Teacher I at P1 level through normal promotion after serving a minimum of 4 years at each position level and subject to fulfilling other set criteria. Promotion to Senior Teacher I at P1 level shall be made effective upon signing a legal undertaking as per BCSR.
- iv. Teacher I at P3 level after serving a minimum of 2 years and subject to fulfilling other set criteria may compete for the post of SLT at P2 level. Senior Teacher II at P2 level and equivalent positions or below in other tracks subject to fulfilling set criteria and as per BCSR may also compete for the post of SLT.
- v. SLT and Senior Teacher II at P2 level and other positions at P2 level fulfilling a minimum of 2 years and subject to fulfilling other set criteria may compete for the post of CLT at P1 level.
- vi. CLT and Senior Teacher I at P1 level after serving a minimum of 2 years and subject to fulfilling other set criteria may compete for the post of MLT at ES level.

B. Administration Track

- i. Teacher II at P4 level after serving a minimum of 2 years and subject to fulfilling other set criteria, may compete for the post

of Principal III, Senior DEO/Senior TEO and VP II at P3 level. Teacher I at P3 level may also compete for these posts subject to fulfilling the set criteria and as per BCSR.

- ii. Principal II, Dy. Chief DEO/Dy. Chief TEO and VP I at P2 level are broad-banded positions where Principal III, Senior DEO/Senior TEO, and VP II may be promoted after serving a minimum of 4 years and subject to fulfilling other set criteria.
- iii. Principal III, Senior DEO/Senior TEO and VP II at P3 level after serving a minimum of 2 years and subject to fulfilling other set criteria may compete for the post of Dy. Chief DEO/Dy. Chief TEO or Principal II at P2 level on availability of vacant posts.
- iv. Principal II at P2 level after serving a minimum of 4 years and subject to fulfilling other set criteria may be promoted to Principal I at P1 level; however, he/she should sign a legal undertaking as per BCSR.
- v. Dy. Chief DEO/Dy. Chief TEO, Principal II and VP I after serving a minimum of 2 years and subject to fulfilling other set criteria may compete for the post of Chief DEO/Chief TEO or Principal I at P1 level on availability of vacant posts.
- vi. Chief DEO/Chief TEO and Principal I after serving a minimum of 5 years and subject to fulfilling other set criteria, and based on recommendation of the Ministry and approval of the RCSC, may be promoted to Principal at ES level.

C. Specialist Track

- i. Teacher II at P4 level after serving 2 years and subject to fulfilling other set criteria may be appointed as CO II and

EMO II at P3 level through open competition. Teacher I at P3 level and equivalent positions in other tracks upon fulfilling the set criteria as per BCSR may also compete for these posts.

- ii. CO II and EMO II after serving a minimum of 4 years at each position level and subject to fulfilling other set criteria may advance to Principal CO and Principal EMO at P1 level respectively through a normal promotion. However, Principal CO and Principal EMO should sign a legal undertaking as per BCSR.
- iii. Principal CO and Principal EMO after serving a minimum of 5 years and subject to fulfilling other set criteria, and based on recommendation of the Ministry and approval of the RCSC may further advance to Specialist position at ES level.
- iv. Teacher II after serving a minimum of 2 years and subject to fulfilling other set criteria may also compete for the post of Senior Counselor at P3 level. Thereafter, he/she may advance to Counseling Specialist at ES level after serving a minimum of 5 years and fulfilling other set criteria, and based on recommendation of the Ministry and approval of the RCSC.
- v. Assistant Counselor position at P5 level, which is a direct recruitment from fresh graduates through BCSE, may be promoted and advance to Counseling Specialist at ES level after serving a minimum required number of years at each position level and subject to fulfilling other set criteria.

D. Inter-Career Track Movements

- i. All leadership position holders in the Administration Track can move to the Teaching Track on transfer.

- ii. All leadership position holders can compete for the professional positions in the Teaching Track subject to fulfilling the set criteria as set in Annexure 2.1.
- iii. All positions in the Specialist Track including the Counselor's positions with teaching background can move to the Teaching Track on competition or transfer.
- iv. CLT and SLT can move back to Teaching on transfer.
- v. CLT and SLT can move to the Specialist Track through competition/transfer/ normal promotion.
- vi. Chief DEO/Chief TEO can move to the Principal I position on voluntary transfer.

CHAPTER

13

RECRUITMENT

Introduction

This chapter focuses on recruiting qualified professionals with the right aptitude and attitude into the teaching profession. It creates opportunities for potential professionals from different sources to become teachers. While the door to enter the teaching profession is open to many, the quality is ensured through civil service entrance examinations. Once recruited, the Ministry of Education will endeavour to retain the best in the teaching profession through various schemes and intervention. It will ensure that schools not only have sufficient teachers but they are also of high quality.

3.1 Policy statement

- 3.1.1. Multiple entry opportunities from different sources shall be created to attract and recruit the best into the teaching profession.
- 3.1.2. Stringent entry tests shall be conducted to recruit the most competent candidates into the teaching profession.
- 3.1.3. Effective strategies and incentives comprising attractive remuneration, professional development and training opportunities, good working environment etc. shall be put in place to attract and retain the best in the teaching

profession.

- 3.1.4. Teachers' professional practice shall be legalised through the issuance of Teaching License which shall be renewed periodically on the basis of their performance. This shall also apply to the private schools.

3.2 Objectives

The objectives of teacher recruitment are to:

- 3.2.1 Attract the best in the teaching profession; and
- 3.2.2 Retain the best teachers in the system.

3.3 Entry Test for Teaching Profession and Teacher Training

All eligible candidates with relevant professional qualification shall sit for the BCSE conducted by the RCSC. Candidates with teaching degrees will sit for a separate test within the purview of the BCSE. Entry into the teaching profession will be from the following sources:

3.3.1 Graduates from Colleges of Education: The graduates from the Colleges of Education under the RUB and from other recognised regional and international universities with relevant teaching degrees shall be eligible to sit for BCSE for teaching. The aspiring graduates will be recruited as teachers only if they meet the minimum required standards set by the MoE and RCSC and get selected through the BCSE.

3.3.2 University graduates: The University graduates aspiring to join teaching profession shall sit for separate entrance

examination (BCSE) conducted by the RCSC. Candidates who meet the minimum required standards set by the MoE and RCSC and get selected in the BCSE shall undergo a one-year PGDE programme in the Colleges of Education under the RUB.

In both the above categories, the selection processes shall assess the candidates' aptitude for and inclination towards teaching profession. Generally, the teaching profession would require the following:

- i. *Academic Excellence:* Potential candidates must have performed well in his or her last examination and should have clean record as student;
- ii. *Aptitude to Teach:* Potential candidates must demonstrate genuine interest in the teaching profession and display zeal to make lives better by teaching others;
- iii. *Communication Skills:* Potential candidates must display excellent communication skills and should be adequately eloquent;
- iv. *Genuine Interest for Teaching as a Profession:* Potential candidates must display genuine interest to take Teaching as their lifelong profession and should accept challenges to teach in any school in Bhutan;
- v. *Love for Children:* Potential candidates must demonstrate their love for children and their lives;

- vi. *Potential to Learn:* Candidates must demonstrate potential and continue to learn as they teach their pupils;
- vii. *Personality and Appearance:* Potential candidates must be dignified and well mannered. They should demonstrate good personal manners; and
- viii. *Respect for Values:* Potential candidates must demonstrate high regard for values and respect for the profession and themselves.

3.4 Lateral Entry into Teaching Profession

Any individual demonstrating genuine interest in teaching and who meets the qualification requirements shall be allowed to enter into teaching profession, irrespective of possession or non possession of teaching experiences as contract employees. Civil servants may also join the teaching profession on transfer or secondment as per provisions of the BCSR. The aspiring individuals must:

- pass the eligibility test;
- demonstrate genuine interest, skill and subject knowledge;
- have clear moral record; and
- undergo short induction courses.

Lateral entrants will be recruited into the teaching profession based on the selection processes as per the provisions of the BCSR. Their salary and compensation will commensurate to their qualification, experience and skills. Separate teaching certification courses will be provided to individuals who do not

possess teaching experience or knowledge.

The MoE, based on the teacher needs situation shall recruit potential candidates on contract as given below to teach in the schools. Selection and recruitment will be done in line with the BCSR.

3.4.1 Teachers on Contract: The MoE shall recruit both Bhutanese and non Bhutanese nationals as teachers on contract subject to fulfilling the qualification and other requirements. The recruitment shall be made based on the teacher need situation and they shall abide by the Contract Agreement of the RGoB. The remuneration and benefits shall be provided as per the Contract Agreement.

3.4.2 Community Based Teacher: Depending on the teacher need situation, the Ministry shall recruit young class XII passed individuals with genuine interest and aptitude to teach from within the communities as CBT.

- i. Such teachers, to the extent possible, shall not comprise more than 35% of the total number of teachers in any school.
- ii. They shall be constantly supported and monitored by the School and Dzongkhag Administration.

The Ministry with the approval of the competent authority shall develop clear guidelines for recruiting CBT. Their salary and other compensation shall be fixed by the Ministry in consultation with the RCSC and the MoF.

The interested individuals must:

- be genuinely interested to teach young children;

- possess minimum required skills and subject knowledge;
- pass the selection test; and
- undergo intensive certification courses.

The Dzongkhag Administration shall follow the guidelines while recruiting such teachers. The Dzongkhag Education Office shall ensure that selected candidates sign the Contract Agreement and submit the documents to the relevant agencies as per BCSR.

3.5. Strategy

- 3.5.1 The Ministry of Education will provide multiple entry opportunities from different sources to attract and recruit the best candidates into the teaching profession. They shall be the graduates of the Colleges of Education and other colleges under the RUB, universities from abroad recognised by the Bhutan Accreditation Council, and lateral entry from other agencies, expatriate teachers, and other schemes.
- 3.5.2 The Ministry of Education will develop a five year teacher requirement projection subject-wise and school level which will guide the Colleges of Education under the RUB to plan their programmes accordingly.
- 3.5.3 Conducive working environment, attractive remuneration, allowances and incentives, opportunities for professional development, and recognition and reward systems will be strengthened and/or introduced, to attract and retain the best teachers.
- 3.5.4 Advertisements in the media and advocacy materials

with attractive slogans, such as “Everyone remembers a Teacher”, “Only those who can teach”, “Teacher shapes the future of a Nation”, etc. will be used to encourage and inspire potential candidates to join teaching profession.

- 3.5.5 Schemes such as “Teach for Bhutan,” “My Village My School,” and “On deputation into teaching” will be instituted to draw professionals from other organisations into teaching.
- 3.5.6 Quality of eligible teacher candidates will be ensured by BCSE conducted by the RCSC and by applying stringent criteria at the time of selection of teacher trainees to the Colleges of Education.
- 3.5.7 Teachers will be retained through provision of professional development opportunities at regular intervals, career advancement options, and national awards for those who excel as teachers.
- 3.5.8 National Award for teachers who excel as teachers will be celebrated coinciding with “Teachers’ Day” with live TV and radio broadcast and coverage in print media. This would enhance the morale of the teachers and also attract eligible candidates into teaching.
- 3.5.9 The Ministry will show the name of graduate who topped the national level selection examination (BCSE) in the field of education in the media and MoE website. Their achievement will be given weightage while nominating for scholarships and others.

- 3.5.10 The Ministry of Education will pursue with the RUB to institute appropriate mechanism and tools to screen and enrol only those candidates with the right aptitude and attitude into the colleges of education.
- 3.5.11 The Ministry of Education will review, from time to time, the selection and recruitment criteria and processes and pursue with the RCSC for instituting or strengthening mechanisms and tools to screen and recruit the competent teacher candidates.
- 3.5.12 The Ministry of Education will institute mechanisms to issue and renew Teaching Licenses to the teachers on the basis of their performance.

Introduction

This chapter has been developed to facilitate a decentralised mechanism to ensure that teachers are deployed according to the actual requirements of the schools and that there is a mix of senior and new teachers. It will ensure that schools have sufficient teachers who will teach their specialised subjects. The Ministry of Education will strengthen and/or introduce various schemes and incentive packages to encourage teachers to serve in rural, remote and difficult schools.

4.1. Policy statement

- 4.1.1. All teacher deployment, at the Ministry and the Dzongkhag/Thromde levels, shall be based on the deployment guidelines issued by the Ministry.
- 4.1.2. Inter-Dzongkhag/Thromde and inter-agency transfers shall be carried out by the MoE while Dzongkhags/Thromdes shall be responsible for intra-transfer of teachers, VPs, and Principals of all levels of schools.
- 4.1.3. Teachers shall serve a minimum of three years in rural, remote and difficult schools (refer Annexure 4.4) in the initial 10 years of their teaching career.
- 4.1.4. Teachers serving in rural, remote and difficult schools shall

receive additional financial and non-financial incentives.

4.1.5. Lead Teachers of different levels shall be deployed to schools, clusters and Teacher Resource Centres worked out according to the formula given in Annexure 4.3.

4.2. Objectives

The objectives of teacher deployment are to:

4.2.1. Ensure that each school is appropriately staffed with the right number of teachers by subject requirements;

4.2.2. Put in place incentives, both financial and non-financial, to attract potential teachers to serve in remote, rural and difficult schools;

4.2.3. Carry out transfer cases more objectively and fairly based on criteria developed by the MoE; and

4.2.4. Move towards a more decentralised deployment system in the teaching profession.

4.3. Deployment Process

The Chief DEO/Chief TEO and Dzongkhag/Thromde Administrations shall ensure that teachers are deployed based on the needs of the schools. The Ministry, Dzongkhags/Thromdes and schools shall work closely for efficient deployment of teachers. The MoE shall deploy teachers to Dzongkhags/Thromdes and they in turn shall place teachers in schools based on the following broad guidelines.

4.3.1. The Ministry of Education shall:

- i. Plan and project teacher, professional, and leadership positions requirements;
- ii. Recruit Expatriate and nationals on contract and new teachers from Colleges of Education in consultation with the RCSC;
- iii. Recruit Chief DEOs/Chief TEOs and Dy. Chief DEOs/Dy. Chief TEOs; Principals and VPs; and MLTs, CLTs, and SLTs;
- iv. Place all types of new recruits to the Dzongkhag/Thromde; and
- v. Facilitate inter-Dzongkhag/Thromde and inter-agency transfers of all positions.

4.3.2. The Dzongkhag/Thromde shall:

- i. Plan teacher requirements in the Dzongkhag/Thromde and submit to MoE;
- ii. Place new teacher graduates and teachers including those on transfer to their Dzongkhag/Thromde;
- iii. Facilitate intra-Dzongkhag/Thromde transfer of teaching professionals and other staff at all levels of schools; and
- iv. Recruit and place Community Based Teachers.

4.3.3 The Schools shall:

- i. Plan teacher requirements and submit to respective Dzongkhag/Thromde;
- ii. Ensure that all teachers placed to their school have joined and submitted the joining reports;
- iii. Ensure that all teachers teach their specialised subjects to their full capacity;
- iv. Ensure that newly recruited trained and untrained teachers and others receive adequate mentoring from the Principal and senior teachers; and
- v. Liaise with respective Dzongkhag/Thromde for transfer of teachers within or outside the Dzongkhag/Thromde.

4.4. Deployment

4.4.1. First Placement in schools

As far as possible, newly recruited trained and untrained teachers without teaching experience will be deployed as per the requirement. Dzongkhags/Thromdes shall ensure that:

- i. new teachers are placed in schools according to their subject specialisation;
- ii. if there is a shortage of particular subject teacher, a teacher with other subject background may be

deployed as a short-term measure; and

- iii. new teachers receive adequate mentoring from the principal, senior teachers and lead teachers.

Teacher deployment in any school must ideally have the following composition:

- i. *Senior and experienced teacher* : 50%
- ii. *Mid level (i.e. 1-3 years of teaching experience)* : 30%
- iii. *Less than one year of teaching experience* : 20%

However, the Ministry will review periodically the appointment of new teachers in Dzongkhags/Thromdes.

4.4.2. Placement to rural, remote, and difficult schools

Placement to such schools will be based on teacher requirements and it will be accorded the top priority. Attractive incentives shall be provided to attract high performing teachers to those schools. Additionally, those serving in such schools shall have greater advantage in terms of:

- selections for scholarship/fellowship as per the BCSR; and
- in-service recruitment through open competition as per the BCSR.

4.5. Incentives

4.5.1. Financial Incentives

Financial incentives may be provided to teaching professionals subject to approval of the Royal Government. Such financial incentives approved by the Royal Government from time to time, shall be paid in line with categorisation of schools (Annexure 4.4). The MoE shall categorise schools based on geographical terrains and accessibility to basic amenities to which the incentives shall be aligned.

4.5.2. Non Financial incentives

Non financial incentives will be provided to teachers placed in the schools categorised as rural, remote, and difficult. Such incentives will include:

- i. **Preference in the admission of their children to boarding schools** - Teachers who teach in the rural, remote and difficult schools shall be given preference in the admission of their children to schools of their choice and convenience on fulfillment of the required admission criteria. The DSE shall provide a letter of admission to the children if teachers of such schools make a request.
- ii. **First aid training to at least one teacher in the school** - The DYS shall ensure that teachers in rural, remote and difficult schools receive training

on the First Aid skills. Teachers working in such schools will be trained in basic health skills and the Ministry will ensure that resources are available for such skills development programmes.

- iii. **Accumulation of casual leave** - Teachers can accumulate their unused casual leave and process for leave encashment as per BCSR.
- iv. **Strive for improved working conditions** - The Ministry shall strive to improve working conditions for teachers working in rural, remote and difficult schools. The Ministry and Dzongkhag Administration shall consult the local government and other agencies to facilitate a decent living quarter for teachers in such schools.

4.6. Transfer

4.6.1. Transfer within the Ministry

Teachers including Principals and VPs will be eligible for transfer after serving:

- i. A maximum of 5 years in urban and semi-urban schools; however, they can be transferred to rural, remote and difficult schools at any point of time, if requested, subject to requirement and vacancy; and
- ii. A minimum of 3 years at a stretch in rural, remote and difficult schools subject to requirement and vacancy.

All the transfers shall be based on the transfer guidelines and other considerations. The Ministry will review and revise the transfer criteria periodically. Teacher deployment and transfer guidelines are given in Annexure 4.1

4.6.2. Transfer outside the Ministry of Education

Teaching professionals shall be eligible for transfer outside the MoE who have

- i. no HR obligations;
- ii. been issued No Objection Certificate by the MoE; and
- iii. fulfilled other requirements as per the BCSR.

4.7 Transfer Application

All categories of transfer must be applied by the individuals by completing the Transfer Processing Form (TPF) given in Annexure 4.2. The TPF must be routed through the concerned Dzongkhag/Thromde.

4.7.1 Transfer category

There will be two categories of transfer based on the authority to approve the transfer.

- i. **Inter-Dzongkhag/Thromde and inter-agency transfers:** The authority to grant such transfers shall be vested with the MoE.

- ii. **Intra-Dzongkhag/Thromde Transfer:** The authority to grant intra-transfer of teachers, VPs, and Principals of all levels of schools shall be vested with the Dzongkhag/Thromde HRC.

4.8 Transfer Schedule

The MoE and Dzongkhag/Thromde shall follow the transfer schedule given below:

- i. For inter-Dzongkhag/Thromde transfers, applicants should submit their endorsed transfer application form with all the required documents to HRD, MoE by September 30.
- ii. Upon approval of the transfers by the Ministry HRC, transfer order will be issued by the 1st week of December.
- iii. Transfer of Chief DEOs/Chief TEOs/Dy. Chief DEOs/Dy. Chief TEOs will be carried out after the transfer of Principals.
- iv. Home postings and transfers shall not be facilitated for Principals and Chief DEO/Chief TEO except when they have four years or less to superannuate.
- v. Preference for transfer based on seniority shall be given to teachers who have served in rural, remote, and difficult schools for a minimum of three years.

4.9 Grounds of Transfer

Both inter- and intra- Dzongkhag/Thromde transfer of Principals, VPs, and teachers shall be based on the following criteria:

- 4.9.1 **Medical:** Principals, VPs, and Teachers shall be eligible for transfer (or to continue in the same school) on medical ground. The MoE and Dzongkhag/Thromde shall facilitate transfer to places where medical facilities are available. The transfer decision will be based on the recommendation of a medical doctor. The MoE will further confirm on the medical doctor's recommendation from the Bhutan Medical and Health Council for authenticity and seek advice where treatment may be done.
- 4.9.2 **Marital:** The MoE and Dzongkhag/Thromde will facilitate transfer request of Teacher, VP, and Principal to a location where spouse is working or transferred. The MoE and Dzongkhag/Thromde shall verify documents such as Marriage Certificate, spouse's transfer order, and other relevant documents to validate genuineness. However, such transfer shall be facilitated subject to fulfilling the requirements given in the deployment guidelines.
- 4.9.3 **Domestic:** The MoE and Dzongkhag/Thromde shall facilitate transfer requests on genuine domestic problem which is authenticated by the Principal and

Chief DEO/Chief TEO. However, such requests shall be facilitated on fulfillment of subject requirements and vacancy in their preferred places.

- 4.9.4 **Others:** The MoE and Dzongkhag/Thromde shall exercise this transfer where the individual applicant has served a minimum required years in such location provided there are subject requirements and vacancy in their preferred places.

4.10 Transfer Options

In order to facilitate transfer requests, the individual applicant should provide three options for inter-Dzongkhag/Thromde transfers.

4.11 Transfer Benefit

The transfer benefits shall be granted to those transfers that are not “on request.” However, those who have served a minimum required number of years shall be eligible for transfer benefits as per the BCSR.

4.12. Strategy

- 4.12.1 Annually, MoE will make arrangements to recruit teachers from the Colleges of Education and other sources through BCSE and based on the teacher requirement projection.

- 4.12.2 Upon receiving the requisition from the Dzongkhag/Thromde, MoE will deploy teachers worked out on

the basis of the deployment formula.

- 4.12.3 All inter-Dzongkhag/Thromde and inter-agency transfers will be carried out by the MoE.
- 4.12.4 All intra-Dzongkhag/Thromde transfers will be carried out by Dzongkhags/Thromdes.
- 4.12.5 MoE will ensure that a minimum of two teachers are deployed to every school irrespective of its size for smooth functioning.
- 4.12.6 MoE will institute mechanisms whereby all teachers will serve a minimum of 3 years in rural, remote and difficult schools during the first 10 years of their teaching career.
- 4.12.7 MoE will ensure that the fresh teacher recruits are placed in schools where there are senior teachers who can provide mentorship.
- 4.12.8 MoE will deploy teachers to the Dzongkhag/Thromde ensuring that their subject specialisation and the school levels are matched.
- 4.12.9 MoE will put in place appropriate and attractive incentives, financial and non-financial, to attract and retain teachers in rural, remote and difficult schools.
- 4.12.10 MoE will ensure that MLTs are placed in schools identified as TRC (Annexure 4.3)
- 4.12.11 MoE will ensure that CLTs are placed in identified

schools within a cluster of schools. Every cluster will have one CLT (Annexure 4.3).

- 4.12.12 MoE will ensure that every full-fledged school will have at least one SLT (Annexure 4.3). For those schools with less than the required number of teachers to get one SLT, the CLT will cover, plan, coordinate and facilitate PD programmes.
- 4.12.13 MoE in consultation with RUB will strengthen the process of Teaching Practice for effective mentoring of the teacher trainees.
- 4.12.14 MoE will make the initial appointment of teachers other than urban locations with excess teachers. However, the Ministry will review this provision from time to time.
- 4.12.15 Transfers shall be carried out as per the transfer guidelines and criteria.
- 4.12.16 The School HRC and Dzongkhag/Thromde HRC will be mandated to review any matters related to deployment, transfers etc. before submission to the Ministerial level HRC decision when deemed necessary.

Introduction

The Ministry of Education has developed the INSET Master Plan to provide focused PD programmes to all categories of teachers and school leaders. Therefore, guided by the INSET Master Plan, MoE shall ensure that all teachers receive adequate opportunities to upgrade their professional and academic qualifications both in-country and ex-country to impart quality teaching. The PD Division of the MoE will be mandated to undertake this responsibility.

5.1. Policy statement

5.1.1. PD Division shall be established as a full-fledged division under the MoE. Its functions shall be to provide continuous need based PD to teachers, licensing of teachers and accreditation and certification of INSET programmes.

5.1.2. MoE shall ensure that teachers receive adequate opportunities to enhance and upgrade their professional and academic qualifications.

5.1.3. Every teacher shall receive or acquire a minimum of 80 hours of need-based PD programme in a year organised at the school, cluster, Dzongkhag/Thromde, TRC, national

and international levels.

5.1.4. PD programmes shall be offered through an integrated field and forum approach, with emphasis on the field.

5.1.5. Teachers taking personal initiative to upgrade their professional qualification shall be provided support and incentives.

5.1.6. PD programmes leading to an award through credit accumulation and transfer shall be accredited by a recognised body.

5.2. Objectives

The objectives of teacher professional development are to:

5.2.1. Develop and nurture a high performing professionals by offering opportunities for continuous learning and growth to ensure that each individual is able to deliver their best to the profession; and

5.2.2. Institute a bottom up process of planning and implementation of PD through involvement of professional position holders.

5.3. Professional Development programmes

The PD Master Plan known as INSET Master Plan will be a dynamic document. Generally, the PD shall fall under the following categories:

5.3.1. Tenure Linked Professional Development: Different

levels of PD will be provided depending on the level of experience of the teachers. Tenure linked PD will also include induction courses and role-transition PD programmes. Lateral entrants and teachers on contract shall undergo tenure linked PD programme.

5.3.2. Development Need Based Professional Development:

This PD will be provided to teachers as per their needs and that of the schools and the education system. This PD will also address the needs of individual teachers based on the performance evaluation and periodical training need assessment. Under-performers identified through the performance evaluation system shall receive this PD programme.

5.3.3. Generic Professional Development: This PD will be provided to the entire faculty or group of teachers based on the changes in curriculum and education pedagogy.

5.4. Modes of Professional Development Programme

The PD programmes shall be provided, availed or facilitated as given below.

5.4.1. Forum based Professional Development: Forum based PD shall include all national, Dzongkhag/Thromde, TRC and cluster based in-service programmes, workshops, seminars, and conferences. They include pedagogy, content, life skills education (health, disaster, sanitation, etc), nutrition, counseling, agriculture, etc. It will also include PD

programmes availed outside the country. The ex-country programmes will be offered or facilitated to teachers as per BCSR. Besides, the Ministry will provide support to teachers for study leave and other PD programmes as per BCSR.

5.4.2. Fieldwork based Professional Development: Fieldwork based PD shall refer to on-the-job trainings and also include all forms of peer, Principal or mentor observations, collaborative learning sessions, etc. School based in-service programmes will fall under this category.

5.5. Professional Development Planning Process

While PD programmes will be offered in line with the INSET Master Plan, other PD needs will follow the steps given below:

- Step 1: SLT will identify PD needs of the school, coordinate and facilitate PD programmes at the school level. The PD needs which require higher expertise may be submitted to the Cluster/Dzongkhag level for support and facilitation.
- Step 2: CLT will plan, coordinate and facilitate PD needs identified by the SLT at the Cluster level. The PD needs which require higher expertise may be submitted to the MLT at the TRC/Dzongkhag level for support and facilitation.
- Step 3: MLT will compile all the PD needs submitted by the CLTs. MLT will develop annual PD programmes

based on the needs identified by SLT and CLT. MLT will also submit annual budget proposal along with the PD plan to PDD until the Dzongkhag/Thromde is allocated separate budget for PD. After obtaining the budget, MLT will implement the PD programmes at the Dzongkhag/Thromde/TRC level.

Step 4: PDD will compile and review all the annual PD plans submitted by the MLTs and submit to HRC for approval including budget proposal.

After obtaining the budget by the Ministry, it will be released to Dzongkhags/Thromdes and they will in turn release to TRCs for smooth implementation of PD programmes by the Lead Teachers. PDD shall monitor the implementation of annual PD plan and budget.

5.6. Professional Development Delivery

All the PD programmes shall be coordinated and facilitated by the MLT, CLT, and SLT at the TRC/Dzongkhag, cluster, and school levels. The professionals working in the MoE shall also be mandated to provide PD programmes as and when required. Further, the MoE shall explore possibilities of outsourcing PD programmes which are beyond the capacity of the MoE.

5.7. Strategy

5.7.1. PD Division will be established and mandated to strengthen and ensure the quality of PD programmes, issue teaching license and certify and accredit INSET

programmes.

- 5.7.2. To respond to the different needs of the teachers, MoE will provide different types of PD programmes that can be broadly grouped under tenure-linked PD, need-based PD, and generic PD.
- 5.7.3. Various levels such as NBIP, DBIP, CBIP, SBIP and ex-country trainings will be used to deliver the PD programmes.
- 5.7.4. MoE will adopt, as *modus operandi*, a bottom-up approach to planning and implementation of PD programmes through involvement of education professional position holders such as MLT, CLT and SLT.
- 5.7.5. Principal PLT in every cluster and Teacher PLT in every school will be instituted to provide a forum to grow professionally through experience sharing.
- 5.7.6. Schools will be encouraged to map out the teacher workload and create a “Zero Teaching Day/Period” for their professional development.
- 5.7.7. Lead Teachers with support from the Principals will document the best practices and share them with other schools through the DEOs/TEOs, EMSSD, DCRD and PDD.
- 5.7.8. MoE will equip/strengthen the information and

communication technology facilities in the schools to enhance the teaching learning process.

- 5.7.9. Principals and teachers will be encouraged to carry out action research and other types of research for their academic and professional development. The DCRD shall select the best research papers and facilitate their publication in DCRD newsletters and other relevant journals.
- 5.7.10. The INSET Accreditation Board will accredit and certify all PD programmes whether leading to an award or not, to ensure minimum standards are met. (Refer INSET Master Plan, Key Strategy 1 and 7).
- 5.7.11. MoE will facilitate study leave and extraordinary leave as admissible under the BCSR to pursue higher studies.



Introduction

This chapter will provide opportunities for teachers to assess their own strengths and weaknesses and identify their need for PD and other support. The teacher's performance management system shall be a practical tool to objectively evaluate the potentials of teachers and provide appropriate recognition, promotion, mentoring, and PD programmes.

6.1. Policy statement

6.1.1. MoE shall promote a performance-based culture to inspire quality performance.

6.1.2. Teachers' Code of Conduct shall play a pivotal role in inspiring the teachers to strive and ensure high quality performance.

6.1.3. Teacher's performance shall be linked to renewal of Teaching License.

6.2. Objectives

The objectives of Performance Management are to:

6.2.1. Enhance the effectiveness of the teachers, directly leading

to better learning for the students;

6.2.2. Ensure objectivity and consistency in performance evaluation across the teaching profession;

6.2.3. Determine competence and strengths of the teachers and reward them appropriately; and

6.2.4. Provide support and mentoring where needed.

6.3. Performance Appraisal

In line with the BCSR, the standard performance areas and outputs has been developed and contextualised to evaluate the teachers' performance objectively.

Based on the performance appraisal system of the civil service, a standard Performance Appraisal System is customised. Teacher PAS Manual shall be followed in setting the performance outputs and evaluating the performances.

6.4. Evaluation Rating

Performance evaluation rating will be done on the scale of 1-4 as per the BCSR. Dzongkhags/Thromdes and schools shall ensure that evaluation is done objectively and professionally to facilitate planning for improvement, incentives, reward etc.

6.5. Performance based incentives

High performing teachers shall be recognised through the following incentives:

i. Out-of-turn promotion/other promotion categories in line

- with the BCSR;
- ii. National and Regional Awards;
- iii. Consideration for fellowship/scholarship.

The out-of-turn promotion will be given to the deserving teachers in consultation with the competent authority. The Ministry shall develop criteria for Awards.

Teachers who underperform (rated below 1.5 on the scale of 1-4 of the performance ratings) shall be provided with Performance Improvement Plan (PIP). In spite of providing PIP, if a teacher's performance does not improve for two consecutive years, he or she shall be transferred to a school where constant mentoring would be available. The School Performance Management System shall determine the type of school to which such teachers shall be transferred. The Principal shall report on the underperforming individual to the Chief DEO/Chief TEO who shall place him/her in a high performing school within the Dzongkhag/Thromde or recommend to HRD, MoE for transfer if the high performing school is located in another Dzongkhag/Thromde. The supervising Principal and Chief DEO/Chief TEO shall constantly monitor the performance of the teacher.

6.6. Dismissal

If a teacher is rated below 1.5 for four consecutive years, he/she shall be asked to exit the teaching profession. The HRC, MoE shall have the authority to order dismissal in line with the BCSR. The dismissal of underperforming teachers will result after completing the following procedures:

Poor Performance (rating)	Administrative Action	Professional Action
Below 1.5 for the first consecutive year.	Letter of Caution by the Principal, with copies to the Chief DEO/Chief TEO and HRO and the HRC, MoE.	Provide Development need based PD to improve skills and performance.
Below 1.5 for the second consecutive year.	Warning Letter by the Principal, with copies to the Chief DEO/Chief TEO and HRO and the HRC, MoE. The Chief DEO/Chief TEO will counsel and caution the teacher.	Inform the Dzongkhag/Thromde to transfer to a school where constant monitoring would be available.
Below 1.5 for the third consecutive year.	Warning Letter by the Chief DEO/ Chief TEO, with copies to the HRO and the HRC, MoE. The MoE HRC will issue a Warning Letter with copies to the Chief DEO/Chief TEO, and HRO.	The Ministry will inform the Principal and Senior Teachers of the school to provide additional support and guidance to the underperforming teacher(s).
Below 1.5 for the fourth consecutive year.	Letter of Dismissal by the MoE HRC with copies to the Chief DEO/Chief TEO, and HRO.	The Ministry will not renew the Teaching License.

6.7. Strategy

6.7.1. The schools will use the customised PAS within the PMS prescribed by RCSC (Annexure 6.1a) to ensure that the performance outputs of the teachers are SMART (Specific, Measurable, Achievable, Realistic, Time-bound) and relevant. This will enhance objective and professional evaluation of the teachers.

6.7.2. Teachers' Code of Conduct will be used as a tool to guide

the teachers to perform well and value the education as a positive instrument of empowerment.

6.7.3. Performance based incentives such as out-of-turn and fast track promotions will be given to outstanding performing teachers in line with BCSR.

6.7.4. MoE will strengthen National and Regional Awards and offer opportunities for pursuing higher studies in recognition of excellence in teaching and leadership.

6.7.5. In line with BCSR, the underperforming teachers will be provided opportunities to improve their performance through PIP.

6.7.6. Teachers who continue to underperform in spite of PIP will be deprived of renewal of Teaching License.

ANNEXURES

ANNEXURES

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ANNEXURE 1.1: RCSC Approval Letters



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ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION



RCSC/PP/03/2009-2010/733

9th August, 2010

The Secretary,
Ministry of Education,
Thimphu.

Subject: Education HR White Paper

Madam,

I am pleased to inform you that the Commission in its 66th Meeting held on 27th July, 2010, had approved the proposed Education HR White Paper as annexed herewith.

The Commission also decided that for the 2010 B.Ed graduates, the MoE would conduct the proposed Exit Test with participation from the RCSC.

With respects,

(Bachu Phub Dorji)

for the Royal Civil Service Commission



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ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION



RCSC/PP/03/ 2129

27th February, 2013

The Secretary,
Ministry of Education,
Thimphu.

Subject: **Education Human Resource Policy Implementation Guidelines**

Dear Aum,

This has reference to MoE's letter No. MoE/HRD-HRDs/22/2012/4245 dated 20th April 2012 pertaining to the proposal on **Education Human Resource Policy Implementation Guidelines**, wherein the RCSC indicated that it could review the proposal only after the launch of BCSR 2012.

Therefore, the Commission reviewed the proposal in its 169th and 170th Commission Meetings held on 13th and 18th February, 2013 respectively and was pleased to approve as annexed herewith.

Further, the Commission directed that the provisions of the Civil Service Act of Bhutan 2010 and the BCSR must prevail in the event of any anomaly.

With warm regards,

Yours sincerely,

(Bachu Phub Dorji)

for the Royal Civil Service Commission

CC: Commissioner, HRMD for kind information and future reference.

Annexure 2.1: Eligibility Criteria for all Positions

Teacher III at P5

- i. A teacher must be selected through the Bhutan Civil Service Examination; and
- ii. A teacher should possess a minimum of B.Ed. or Bachelor's degree with PGDE

Teacher II at P4

- i. Should have served a minimum of 5 years as Teacher III inclusive of one year probation period;
- ii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iii. Should have attended a minimum of 80 hours of professional development programme within the promotion cycle; and
- iv. Should not have any adverse record.

Teacher I at P3

- i. Should have served a minimum of 4 years as Teacher II;
- ii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iii. Should have attended a minimum of 80 hours of professional development programme within the promotion cycle; and
- iv. Should not have any adverse record.

Senior Teacher II at P2

- i. Should have served a minimum of 4 years as Teacher I;

- ii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iii. Should have attended or facilitated a minimum of 80 hours of professional development programme within the promotion cycle; and
- iv. Should not have any adverse record.

Senior Teacher I at P1

- i. Should have served a minimum of 4 years as Senior Teacher II;
- ii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iii. Should have attended or facilitated a minimum of 80 hours of professional development programme within the promotion cycle; and
- iv. Should not have any adverse record.

School Lead Teacher at P2

- i. Should be selected through open competition;
- ii. Should have served a minimum of 2 years as Teacher I or equivalent position in the Administration and Specialist Tracks;
- iii. Should have achieved a minimum of 2.5 performance rating in the last 2 years of performance evaluation cycle;
- iv. Should have attended and facilitated a minimum of 120 hours of professional development programme within the promotion cycle;
- v. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- vi. Should not have any adverse record.

Cluster Lead Teacher at P1

- i. Should be selected through open competition;
- ii. Should have a minimum of Master's Degree in the relevant field;
- iii. Should have served a minimum of 2 years as SLT or Senior Teacher II or equivalent position in the Teaching and Administration Tracks;
- iv. Should have achieved a minimum of 2.5 performance rating in the last 2 years of performance evaluation cycle;
- v. Should have attended and facilitated a minimum of 140 hours of professional development programme within the promotion cycle;
- vi. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- vii. Should not have any adverse record.

Master Lead Teacher at ES

- i. Should be selected through open competition;
- ii. Should have a minimum of Master's Degree in the relevant field;
- iii. Should have served a minimum of 2 years as CLT or Senior Teacher I;
- iv. Should have a minimum of one publication in the relevant field (Thesis excluded);
- v. Should have achieved a minimum of 2.5 performance rating in the last 2 years of performance evaluation cycle;
- vi. Should have attended and facilitated a minimum of 160 hours of professional development programme within the promotion cycle;
- vii. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and

- viii. Should not have any adverse record.

Principal III, Senior DEO/Senior TEO, and VP II at P3

- i. Should be selected through open competition;
- ii. Should have served a minimum of 2 years as Teacher II or equivalent position level in the other tracks;
- iii. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle;
- iv. Should have attended or facilitated a minimum of 80 hours of professional development programme within the promotion cycle;
- v. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- vi. Should not have any adverse record.

Principal II, Dy. Chief DEO/Dy. Chief TEO, and VP I at P2 – normal promotion

- i. Should have served a minimum of 4 years as Principal III; Senior DEO/ Senior TEO, and VP II respectively;
- ii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iii. Should have attended or facilitated a minimum of 120 hours of professional development programme within the promotion cycle; and
- iv. Should not have any adverse record.

Dy. Chief DEO/Dy. Chief TEO, Principal II at P2 – open competition

- i. Should be selected through open competition;

- ii. Should have served a minimum of 2 years as Senior DEO/Senior TEO; Principal III, VP II, Principal II, CO II, and EMO II;
- iii. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle;
- iv. Should have attended or facilitated a minimum of 120 hours of professional development programme within the promotion cycle;
- v. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- vi. Should not have any adverse record.

Chief DEO/Chief TEO at P1

- i. Should be selected through open competition;
- ii. Should have served a minimum of 2 years as Dy. Chief DEO/Dy. Chief TEO, Principal II, VP I, CO I, EMO I;
- iii. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle;
- iv. Should have attended or facilitated 140 hours of professional development programme within the promotion cycle;
- v. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- vi. Should not have any adverse record.

Principal I at P1

- i. Should have served a minimum of 4 years as Principal II or Dy. Chief DEO/Dy. Chief TEO and fulfill other set criteria for a normal promotion. They should sign a legal undertaking as per BCSR.

OR

- ii. Should be selected through open competition;
- iii. Should have a minimum of Master's degree in the relevant field;
- iv. Should have served a minimum of 2 years as Principal II; Dy. Chief DEO/Dy. Chief TEO, VP I, CO I, EMO I;
- v. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle. Those without Master's degree should have a minimum of 3.5 performance rating in the last 3 years of the performance evaluation cycle;
- vi. Should have attended and facilitated 140 hours of professional development programme within the promotion cycle;
- vii. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- viii. Should not have any adverse record.

Principal at ES

- i. Should have a minimum of Master's Degree in the relevant field;
- ii. Should have served a minimum of 5 years as Principal I, Chief DEO/ Chief TEO;
- iii. Should have a minimum of one publication** in the relevant field;
- iv. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- v. Should have attended and facilitated a minimum of 160 hours of professional development programme within the promotion cycle;
- vi. Should have recommendations of the Ministry and approval of the RCSC;
- vii. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form);

and

viii. Should not have any adverse record.

***Publication includes any academic or research publications at the national or international level excluding Master's Degree Thesis.*

CO II and EMO II at P3

- i. Should be selected through open competition;
- ii. Should have served a minimum of 2 years as Teacher II or equivalent position in other tracks;
- iii. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle;
- iv. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- v. Should not have any adverse record.

CO I and EMO I at P2

- i. Should have served a minimum of 4 years as CO II and EMO II respectively and fulfill other set criteria as per BCSR for a normal promotion.

OR

- ii. Should be selected through open competition;
- iii. Should have a minimum of Master's Degree in the relevant field;
- iv. Should have served a minimum of 2 years as CO II and EMO II respectively and equivalent position in the other tracks;
- v. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle;
- vi. Should have 2 recommendations: one from the current supervisor and

another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and

vii. Should not have any adverse record.

Principal CO and Principal EMO at P1

- i. Should have a minimum of Master's Degree in the relevant field;
- ii. Should have served a minimum of 4 years as CO I and EMO I respectively;
- iii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iv. Should have attended and facilitated 140 hours of professional development programme within the promotion cycle;
- v. Should sign a legal undertaking as per BCSR; and
- vi. Should not have any adverse record.

Curriculum and Education Monitoring Specialists at ES

- i. Should have a minimum of Master's Degree in the relevant field;
- ii. Should have served a minimum of 5 years as Principal CO and Principal EMO respectively;
- iii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iv. Should have designed at least one professional development programme in a year;
- v. Should have attended and facilitated 160 hours of professional development programme within the promotion cycle;
- vi. Should have a minimum of 2 publications in the relevant field;
- vii. Should have recommendations of the Ministry and approval of the RCSC;

- viii. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- ix. Should not have any adverse record.

Assistant Counselor at P5

- i. All Counselors shall be recruited through the BCSE and designated as Assistant Counselor at P5 level;
- ii. Should have a minimum of Bachelor's Degree in the relevant field with PGDE (Counseling); and
- iii. Should be selected through appropriate entrance tests.

Counselor at P4

- i. Should have served a minimum of 5 years including year probation as Assistant Counselor;
- ii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of performance evaluation cycle;
- iii. Should have attended 80 hours of professional development programme within the promotion cycle; and
- iv. Should not have any adverse record.

Senior Counselor at P3

- i. Should have served a minimum of 4 years as Counselor and fulfill other set criteria as per BCSR for a normal promotion.

OR

- ii. Should be selected through open competition;
- iii. Should have served a minimum of 2 years as Counselor, Teacher II, or

- equivalent position in other track with relevant qualification;
- iv. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle;
 - v. Should have attended 80 hours of professional development programme within the promotion cycle;
 - vi. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional association with the candidate (refer Annexure 2.2 for Referee Form); and
 - vii. Should not have any adverse record.

Dy. Chief Counselor at P2

- i. Should have served a minimum of 4 years as Senior Counselor and fulfill other set criteria as per BCSR for a normal promotion.

OR

- ii. Should be selected through open competition;
- iii. Should have served a minimum of 2 years as Senior Counselor or equivalent position with relevant qualification;
- iv. Should have achieved a minimum of 2.5 performance rating in the last 2 years of the performance evaluation cycle;
- v. Should have attended or facilitated 80 hours of professional development programme within the promotion cycle;
- vi. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional association with the candidate (refer Annexure 2.2 for Referee Form); and
- vii. Should not have any adverse record.

Principal Counselor at P1

- i. Should have served a minimum of 4 years as Dy. Chief Counselor;

- ii. Should have achieved a minimum of 2.5 performance rating in the last 3 years of the performance evaluation cycle;
- iii. Should have attended or facilitated 140 hours of professional development programme within the promotion cycle;
- iv. Should have recommendations of the Ministry and approval of the RCSC;
- v. Should sign a legal undertaking as per BCSR; and
- vi. Should not have any adverse record.

Counseling Specialist at ES

- i. Should have a minimum of Master's Degree in the relevant field;
- ii. Should have served a minimum of 5 years as Principal Counselor;
- iii. Should have achieved a minimum 2.5 performance rating in last 3 years of performance evaluation cycle;
- iv. Should have a minimum of 2 publications in the relevant field;
- v. Should have designed at least one professional development programme in a year;
- vi. Should have attended and facilitated 160 hours of professional development programme within a promotion cycle;
- vii. Should have recommendations of the Ministry and approval of the RCSC;
- viii. Should have 2 recommendations: one from the current supervisor and another from any competent referee who has professional knowledge of the candidate (refer Annexure 2.2 for Referee Form); and
- ix. Should not have any adverse record.

Annexure 2.2: REFEREE FORM



ROYAL GOVERNMENT OF BHUTAN

**Ministry of Education
Thimphu: Bhutan**



TO THE APPLICANT:

Please ensure that this form is forwarded to the person who will write your reference. Your referee must send this form in a sealed and signed envelope and then returned to you for submission to HRD, Ministry of Education with your application package.

Name of the Referee	Employee ID No.	Position Title/Designation
---------------------	-----------------	----------------------------

Name of the Agency

Address (Department/Division)

Telephone No.:	Fax No.:	Email:
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TO THE REFEREE

Dr./Mr./Mrs./Ms. Employee ID No..... is applying for the post of available in the Ministry of Education. The Ministry requires the applicants to submit individual reference. Please complete this reference form and return it in a sealed and signed envelope to the applicant who will forward to HRD, MoE along with his/her application package. Please write as fully as you can about the applicant describing strengths and weaknesses.

The Ministry is particularly interested in selecting the potential candidates for the above post. Your responses to the following questions must be typed on your organization's letterhead and include your signature after answering all the questions.

1. How long have you known the applicant and in what capacity?
2. What do you consider to be the applicant's strengths? You may wish to comment on the breadth of knowledge and quality of oral and written expression in English and Dzongkha.

3. Please describe an activity or programme in which the applicant was involved that illustrates his or her special abilities and/or leadership skills or potential.
4. What do you consider to be the applicant's weaknesses?
5. Please comment on the applicant's career potential and your projection on his/her future success.
6. Rate the applicant (*please tick once only*) in the areas indicated below. We are interested in your comparison of the applicant with his/her peers and colleagues at the same level.

Qualities	Marginal (lower 50%)	Average (top 50%)	Good (top 25%)	Excellent (top 10%)	Superior (top 5%)
Intellectual ability					
Analytic frame of mind					
Problem-solving orientation					
Ability/promise as a leader					
Quality of oral expression					
Quality of written expression					
Motivation and energy					
Leadership					
Organizational ability					
Sense of humour					
Emotional maturity					
Ability to meet deadlines					
Ability to work with others					
Commitment to public service					
Professional integrity					

Signature and Seal

Date:

Annexure 4.1: Deployment and Transfer Guidelines

Deployment System

The Dzongkhag/Thromde and Schools must utilise the available teachers to their full potential. Chief DEO, Chief TEO and Principal shall strictly enforce the following:

- 4.1.1. As far as possible, newly recruited trained and untrained teachers without teaching experience will be deployed in schools that will provide a strong mentoring.
- 4.1.2. Teacher placement should be strictly based on the teacher requirement and their subject specialisation. Where there are teacher shortages, teacher(s) with other teaching background may be deployed as a short-term measure.
- 4.1.3. A minimum requirement of teaching hours for teachers, leadership and professional positions shall be as follows:
 - i. Teachers: 22 hours a week;
 - ii. School Lead Teacher: 17 hours a week;
 - iii. Cluster Lead Teacher: 11 hours a week;
 - iv. Master Lead Teachers: 6 hours a week;
 - v. Vice Principals: 15 hours a week; and
 - vi. Principals shall teach at least one subject.
- 4.1.4. Adopt multi-grade teaching approach where necessary.
- 4.1.5. A school should have at least two teachers irrespective of its size.
- 4.1.6. The schools should ensure that there is no excess teacher.
- 4.1.7. Teachers should serve a minimum period of 3 years in rural/remote/difficult school during the initial 10 years of their career.
- 4.1.8. Depending on the teacher deployment situation, MoE shall not place teachers in certain urban locations in their initial appointment. However, the Ministry will review this provision from time to time.
- 4.1.9. Chief DEO/Chief TEO should exercise proper deployment of teachers within their Dzongkhag/Thromde and inform HRD for further deployment in the country.

Annexure 4.2: Transfer Processing Forms



ROYAL GOVERNMENT OF BHUTAN
Ministry of Education
Thimphu: Bhutan



(For Teachers)

I. Details of the applicant:

Name :

Employee ID Number : CID No.

Position Title : Position Level :

Gender :

Present School : Dzongkhag:

Date of initial Appointment: Date of joining present school:

Elective Subject 1: 2:

Academic Qualification : Professional Qualification:

Contact No : (Mobile/Phone):

Email address :

Permanent Home Address:

Village: Gewog: Dzongkhag:

II. Previous School worked (use additional sheet if required):

Sl.#	School	Dzongkhag	From (dd/mm/yy)	To (dd/mm/yy)

III. Please Tick if you are trained as a focal person for the following:

☐ Career Counselling ☐ Scouts ☐ Resource Centre ☐ Monitoring (EMSSD) ☐
Health ☐ Information Technology (IT) ☐ Library Management ☐ DDC Programs ☐
Agriculture ☐ Any Other

IV. Reason for seeking Transfer: ☐ Medical Problem ☐ Marital Case ☐ Any
Other

Briefly state reason for seeking Transfer:

V. Mention details of your spouse:

Name :

EID No. (if employed) :

Position Title (if employed) : Position Level:

Occupation : Place of Work/School:

Organization : Teaching Subject:

Date of joining service: Date of joining present work place:

VI. Documents Enclosed (Please Tick):

☐ Medical Certificate ☐ Marriage Certificate ☐ Office Order of Spouse ☐ Other
documents

VII. Preferred School/Dzongkhag/Thromde for Transfer:

1. 2. 3.

VIII. Declaration:

I, hereby declare that the information given herein is true to the best of my knowledge. In the event of detection of any false or misleading information, I understand that Ministry shall withdraw my transfer. I also undertake to abide by the Transfer Rules and Regulations of the Ministry.

Signature of the Applicant

Date:

IX. Recommending remarks by the School Authority:

Remarks of the Principal (include whether a reliever is required or not):

Signature and Seal of the Principal

Date:

X. To be used by the Dzongkhag/Thromde Authority:

Recommending remarks of the DEO/HRO:

Signature and Seal of the DEO/TEO/HRO

Date:

XI. To be used by the Human Resource Management Section of the MoE:

His/her transfer has been approved to _____ Dzongkhag/Thromde during the _____ HR Committee Meeting held on _____.

Name and signature of the dealing HRO, MoE

Date:



ROYAL GOVERNMENT OF BHUTAN

Ministry of Education
Thimphu: Bhutan



(For Principals and Vice Principals)

I. Details of the applicant:

Name :

Employee ID Number : CID No.

Position Title : Position Level :

Gender :

Present School : Dzongkhag:

Date of initial Appointment: Date of joining present school:

Elective Subject 1: 2:

Academic Qualification : Professional Qualification:

Contact No : (Mobile/Phone):

Email address :

Permanent Home Address:

Village: Gewog: Dzongkhag:

II. Previous School worked (use additional sheet if required):

Sl. #	School	Dzongkhag	From (dd/mm/yy)	To (dd/mm/yy)	No. of years served in same school	Position served as

III. Please Tick if you are trained as a focal person for the following:

☐ Career Counselling ☐ Scouts ☐ Resource Centre ☐ Monitoring (EMSSD) ☐
Health ☐ Information Technology (IT) ☐ Library Management ☐ DDC Programs ☐
Agriculture ☐ Any Other

IV. Reason for seeking Transfer: ☐ Medical Problem ☐ Marital Case ☐ Any Other

Briefly state reason for seeking Transfer:

V. Mention details of spouse:

Name :

EID No. (If employed) :

Position Title (if employed) : Position Level:

Occupation : Place of Work/School:

Organization : Teaching Subject:

Date of joining service: Date of joining present work place:

VI. Documents Enclosed (Please Tick):

☐ Medical Certificate ☐ Marriage Certificate ☐ Office Order of Spouse ☐ Other documents

VII. Preferred School/Dzongkhag/Thromde for Transfer:

1. 2. 3.

VIII. Declaration:

I, hereby declare that the information given herein is true to the best of my knowledge. In the event of detection of any false or misleading information, I understand that Ministry shall withdraw my transfer. I also undertake to abide by the Transfer Rules and Regulations of the Ministry.

Signature of the Applicant

Date:

Signature and Seal of the DEO/TEO/HRO **Date:**

Recommending remarks:

Signature of the Chairperson, Dzongkhag/Thromde HRC

Date:

His/her transfer has been approved to _____ Dzongkhag/Thromde during the _____ HR Committee Meeting held on _____.

Date:



ROYAL GOVERNMENT OF BHUTAN

Ministry of Education
Thimphu: Bhutan



(For District/Thromde Education Officers)

I. Details of the applicant:

Name :

Employee ID Number : CID No.

Position Title : Position Level :

Gender

Present Dzongkhag

Date of initial Appointment: Date of joining present school:

Academic Qualification : Professional Qualification:

Contact No :(Mobile/Phone):

Email address :

Permanent Home Address:

Village: Gewog: Dzongkhag:

II. Previous School/Dzongkhag worked (use additional sheet if required):

Sl. #	School	Dzongkhag	From (dd/mm/yy)	To (dd/mm/yy)	No. of years served in same school	Position served as

III. Reason for seeking Transfer: ☐ Medical Problem ☐ Marital Case ☐ Any Other

Briefly state reason for seeking Transfer:

IV. Mention details of spouse:

Name :

EID No. (If employed) :

Position Title (if employed) : Position Level:

Occupation : Place of Work/School:

Organization : Teaching Subject:

Date of joining service: Date of joining present work place:

V. Documents Enclosed (Please Tick):

☐ Medical Certificate ☐ Marriage Certificate ☐ Office Order of Spouse ☐ Other documents

VI. Preferred Dzongkhag/Thromde for Transfer:

1. 2. 3.

VII. Declaration:

I, hereby declare that the information given herein is true to the best of my knowledge. In the event of detection of any false or misleading information, I understand that Ministry shall withdraw my transfer. I also undertake to abide by the Transfer Rules and Regulations of the Ministry.

Signature of the Applicant

Date:

VIII. Recommending remarks of Dasho Dzongdag/ Dasho Thrompon

Signature and Seal of Dasho Dzongdag/Dasho Thrompon	Date:

IX. To be used by the Dzongkhag/Thromde Authority:

Recommending remarks:	
Signature of the Chairperson, Dzongkhag/Thromde HRC	Date:

X. To be used by the Human Resource Management Section of the MoE:

His/her transfer has been approved to _____ Dzongkhag/Thromde during the _____ HR Committee Meeting held on _____.

Name and signature of the dealing HRO, MoE

Date:

Annexure 4.3: Formula for calculation of number of Professional Positions

Lead Teacher

A Lead Teacher is also a classroom teacher. However, given the additional responsibilities, he/she will teach lesser number of hours as compared to other classroom teachers. He/she will plan, identify, coordinate, liaise with other lead teachers, hire expertise, and facilitate PD programmes to teachers. Besides, he/she will maintain the skill profile of teachers and ensure that teachers receive adequate PD hours and professional support. He/she will be responsible professionally to the MLT and administratively to the Principal.

There are three types of Lead Teachers: (i) SLT at the school level; (ii) CLT at the cluster level; and (iii) MLT at the TRC level. The selection criteria for each position are given in Annexure 2.1 and Job Descriptions in the Handbook for Job Descriptions.

The number of Lead Teachers will be based on the following:

I. School Lead Teacher

- i. The school should have a minimum of 10 teachers to get one SLT.
- ii. The school with all the levels from Primary to High shall have a maximum of three SLTs where one should be for Primary School level, one for LSS and MSS level and one for HSS level. The subject background for each level should also be different.
- iii. The professional development programme of school with less than 10 teachers shall be managed by the CLT.

II. Cluster Lead Teacher

The number of CLT is worked out based on the school clusters. If a cluster has more than one CLT, the CLTs should be from different levels of school (Primary, LSS, MSS and HSS) and also from different subject background. However, number of school clusters will be reviewed from time to time.

III. Master Lead Teacher

The number of MLT will be determined by the number of TRC. There should be one MLT for every TRC. In the Dzongkhag/Thromde with more than 1 MLT, the MLTs should be from different levels of school (Primary, LSS and MSS, and HSS) and also from different subject background.

Annexure 4.4: Definition of Schools

The Ministry of Education has categorised schools into five different types based on the access to following basic facilities:

- i. Electricity;
- ii. Market;
- iii. Hospital (Basic Health Unit of any Grade);
- iv. Telecommunication; and
- v. Housing (includes private housing facilities).

Category	Urban	Semi-Urban	Rural	Remote	Difficult
Definition	Has all the five basic* facilities	a) Has 4 and below total basic facilities with Black-top Road OR b) Feeder Road with all the basic facilities.	a) Has 4 and below total basic facilities with Feeder Road OR b) Accessible by Farm Road, OR c) Located at one Dholam	Located at 2-4 Dholams	Located at more than 4 Dholams

The categorisation of schools will change as and when access to basic facilities improves or increases.

Annexure 6.1: Teacher Performance Evaluation Guideline

Purpose

The purpose of Teacher Performance Evaluation is to continuously enhance the effectiveness of the teachers. This would directly lead to better learning for the students. The other important purposes of the performance evaluation are to determine competence and strengths of the teachers and reward them appropriately; to provide support and mentoring; and enhance continued professional growth through appropriate trainings.

The objectives would be realised through a system of an appropriate Teacher Performance Evaluation system, which is conducted regularly, objectively and in a transparent manner. Teacher performance evaluation system prescribed here for the teachers is the same as the PMS prescribed by the RCSC for rest of the civil servants except that teachers have a common set of performance outputs around which SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets will be identified by Principal (Supervisor) and Teacher (Subordinate).

Phases of Performance Evaluation

Phase 1: Work Planning and Review Form

In the beginning of the year, the Teacher (Subordinate) and the Principal (Supervisor) will discuss and jointly set SMART targets around the Performance Outputs to be achieved by the teacher during the year given in Annexure 6.1a. The Performance Outputs should be based on the Job Descriptions for all positions.

The Performance Outputs should be reviewed at the end of six month period. The first review will take place during the month of July. Teacher and the Principal will write relevant remarks on the form. The Performance Outputs can be modified, if necessary, during the review. The final review of the Performance Output appraisal will take place during the month of December. The evaluation should be done in presence of one Vice Principal and Staff Secretary/Teacher Representative besides Principal and the Teacher.

Identification of Core Competencies

Core competencies are the key and special qualities and skills that an employee should have in order to carry out the assigned responsibilities. In

order to be an effective teacher, a teacher should possess a particular set of competencies relevant to the teaching profession.

Based on the planned performance output for the appraisal cycle, a teacher will identify core competencies that are most relevant to his or her performance outputs. The Principal and the teacher shall jointly agree on the identified core competencies based on which performance of the teacher will be assessed. Teacher can select core competencies relevant to his/her set performance outputs jointly with the Principal in addition to those identified by the RCSC and then write down in the Core Competencies Form.

The Principal should observe classroom teaching at least twice a year (once in every term) to evaluate teacher's core competencies. For the observations, the Principal and the teacher should undertake the following steps.

- i. Jointly set a date for class observation, pre-observation conference, and post observation conference.
- ii. Hold pre-observation conference to discuss the lesson plans and the related core competencies for observation.
- iii. The Principal makes a classroom observation and makes a written account of it.
- iv. Hold post-observation conference during which the Principal provides feedback including a written account of the observation. If need be, dates for future observation may be set here and follow all these essential steps.
- v. The observation sheets and written feedback should be filed with the Core Competency Form.

The observation feedback will be used later for the annual Core Competencies rating.

Phase 2: Summative Performance Rating

Teacher's annual performance rating will be based on the Performance Outputs and Core Competencies. The summative performance ratings will be carried out at the end of the year in December.

A teacher will first complete the Summative Performance Review Forms with reference to the Work Planning and Review Form by providing self-ratings for each of the Performance Outputs and the Core Competencies jointly set with the Principal. Each rating will be scored out of a total of 4

points. A teacher will write comments where appropriate.

Summative performance review must be consultative and both teacher and the Principal should discuss the ratings and agree on them. Based on the evidences and observations, the Principal will provide final ratings for each of the Performance Outputs and Core Competencies during the meeting in an objective, professional, transparent manner.

Performance evaluation of teachers will be based on the following two components:

1. Performance factors (performance outputs); and
2. Core Competencies

The final rating for the performance outputs will be calculated as given below:

1. 60% from the ratings on performance output; and
2. 40% from the ratings on core competencies.

The overall summative performance evaluation will be done using the formula provided in the Summative Performance Review Forms. The Supervisor will write appropriate comments in the space provided.

The Summative Performance Review Forms, along with the Work Planning and Review Form will then be sent to the head of the Agency for approval.

While rating the performance outputs, Principal should consider student academic performance and relate them to the teacher's performance.

Annexure 6.1a: Performance Evaluation Forms



ROYAL CIVIL SERVICE COMMISSION WORK PLANNING AND REVIEW FORM

(FOR P & S POSITION CATEGORIES)

For the period: _____ to _____



Agency:

Name of the Employee:

Name of the Supervisor:

Employee ID No:

Position Title:

<p>These performance outcomes are to be made priorities for the next one year. To be completed jointly by the supervisor and the employee at the beginning of the work planning cycle. Use the employee's job description and annual work plan as guidelines.</p>	<p>Each performance output may be reviewed, as and when required.</p>	<p>No ratings are required in this phase. Provide remarks on the progress of the employee in meeting each performance output.</p>
Expected Performance Output	Remarks of the Employee:	Remarks of the Supervisor:
Output I: _____	_____	_____
Output II: _____	_____	_____
Output III: _____	_____	_____
Output IV: _____	_____	_____
.....	_____	_____
.....	_____	_____

(Use additional sheet if required)



ROYAL CIVIL SERVICE COMMISSION
IDENTIFICATION OF CORE COMPETENCIES



Instructions

The core competencies are the special skills/qualities required to fulfill the roles and responsibilities of the position. The supervisor and the employee should jointly identify four core competencies relevant to the employee's position in addition to the three, which are fixed.

Agreed Core Competencies	
1. Integrity	
2. Attitude	
3. Punctuality	
4.	
5.	
6.	
7.	

(Signature of the Employee)

(Signature of the Supervisor)



ROYAL CIVIL SERVICE COMMISSION
SUMMATIVE PERFORMANCE REVIEW FORM

(FOR P & S POSITION CATEGORIES)
For the period _____ to _____



Employee/Supervisor Information

Name of Agency: _____

Name of the Employee: _____

Employee ID No: _____

Position Title: _____

Position Level: _____

Major Occupation Group: _____ Sub Group: _____

Name of the Supervisor: _____

Position Title of the Supervisor: _____

Process: In the first instance, the employee is to complete the Summative Review Form as best they can with reference to the Work Planning and Review Forms. Performance Outputs and Core Competencies are to be listed/described and a 'self-rating' given along with supplementary information where necessary. Note: While rating the performance outputs, both quality and quantity aspects must be considered. When complete, the form is then submitted to their supervisor. The supervisor will review the form and make appropriate notes. A meeting between the supervisor and employee is then arranged to discuss the Summative Review Form in more detail and finalise ratings. The 'final rating' is to be approved and written down by the Supervisor.

RATINGS ON PERFORMANCE FACTORS

(Use additional sheets if required)

<i>(Ratings should pertain to Performance Outputs as outlined in Work Planning and Review Forms. Add additional outputs as necessary)</i>	Employee self-rating:	Final rating (Supervisor):
PERFORMANCE OUTPUT I:		
PERFORMANCE OUTPUT II:		
PERFORMANCE OUTPUT III:		
PERFORMANCE OUTPUT IV:		
PERFORMANCE OUTPUT V:		
PERFORMANCE OUTPUT VI:		
	TOTAL FINAL RATING:	
Divide 'Total Final Rating' by number of individual final ratings =	AVERAGE RATING (A):	

(Signature of the Employee)

(Signature of the Supervisor)

(Signature of the Manager)

RATINGS ON CORE COMPETENCIES

Core Competency	Employee Self-rating:	Final Rating (Supervisor):
1. Integrity		
2. Attitude		
3. Punctuality		
4.		
5.		
6.		
7.		
Divide 'Total Final Rating' by 7 =	TOTAL FINAL RATING:	
	AVERAGE RATING (B):	

(Signature of the Employee)

(Signature of the Supervisor)

(Signature of the Manager)

DEVELOPMENT NEED OF THE EMPLOYEE

Comments by the Employee

(Comment on some of your special achievement and on areas that you need to improve)



(Signature of the Employee)

Comments by Supervisor:

(Comment on the special achievements and/or development needs of the employee and suggest some measures to improve the performance of the employee)



(Signature of the Supervisor)

Comments by the Manager:

(Comment on the special achievements and/or development needs of the employee and suggest some measures to improve the performance of the employee)



(Signature of the Manager)

THE APPRAISAL MEETING WITH THE EMPLOYEE IS CONCLUDED AT THIS POINT.

THE HR OFFICER SHALL COMPLETE THE FINAL RATINGS CALCULATION BELOW, AND SUBMIT TO THE HR COMMITTEE.

FINAL RATINGS CALCULATION:

Average Rating (A): 60% Weightage

+ Average Rating (B): 40% Weightage = Final Rating (C):
Calculation: $(A \times 0.6) + (B \times 0.4) = C$

If C = [tick appropriate box to confirm Final Rating]:

- | | | | |
|--------------------------------------|-------------|--------------------------------------|--------------------|
| <input type="checkbox"/> 3.50 – 4.00 | Outstanding | <input type="checkbox"/> 1.50 – 2.49 | Good |
| <input type="checkbox"/> 2.50 – 3.49 | Very Good | <input type="checkbox"/> 0 – 1.49 | Improvement Needed |

Name and Signature of HR Officer

Comments by the HR Committee:

(Comment on the general performance and potential of the employee)

(Name and Signature of Chairperson, HR Committee)



ROYAL CIVIL SERVICE COMMISSION
SPECIALIST PERFORMANCE APPRAISAL FORM



For the period: to

Agency:

Name of Employee:

Employee ID No: Name of Supervisor:

Position Title: Position Title:

Position Level: Position Level:

1. PROFESSIONAL EXCELLENCE

A) How would you rate his depth of technical knowledge in his professional area of responsibility?

- | | | |
|------------------------|-------------------|----------------------|
| 1. Outstanding: | 3.5 – 4.00 points | <input type="text"/> |
| 2. Very Good: | 2.5 – 3.49 points | <input type="text"/> |
| 3. Good: | 1.5 – 2.49 points | <input type="text"/> |
| 4. Improvement Needed: | 0 – 1.49 points | <input type="text"/> |

Substantiate rating with at least one example:

B) How would you rate his knowledge on current trends, legal and professional issues, acts, and rules and regulations, within his area of professional responsibility?

- | | | |
|------------------------|-------------------|----------------------|
| 1. Outstanding : | 3.5 – 4.00 points | <input type="text"/> |
| 2. Very Good: | 2.5 – 3.49 points | <input type="text"/> |
| 3. Good : | 1.5 – 2.49 points | <input type="text"/> |
| 4. Improvement Needed: | 0 – 1.49 points | <input type="text"/> |

Substantiate rating with at least one example:

- C) How would you rate his timeliness and effective discharge of professional responsibilities and dependability in the performance of professional responsibilities?

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good :	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

- D) How would you rate his degree of professionalism and adherence to professional ethics?

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good :	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

- E) How would you rate his availability, accessibility and responsiveness to needs above and beyond the minimum requirement?

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

TOTAL RATING:

DIVIDE 'TOTAL RATING' BY 5 = AVERAGE RATING (A):

2. PROFESSIONAL LEADERSHIP

- A) Active leadership in the field of one' profession, (it includes among others the ability to plan, prioritize, delegate, monitor, evaluate and decision making skills)

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

- B) Effective leadership and coordination of professional programmes, including the ability to work effectively with other peers of other Agencies/Departments, stakeholders, superiors and clients,

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

- C) Leadership in developing institutional and professional linkages and/or partnerships at the national, regional and international levels,

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

- D) Management of Resources; both HR (in promoting professionalism, motivation of subordinates and effective communications skills) and facilities (in effective utilisation of facilities and equipments), and

1. Outstanding	:	3.5 – 4.00 points	<input type="text"/>
2. Very Good	:	2.5 – 3.49 points	<input type="text"/>
3. Good	:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:		0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

- E) Provision of technical inputs in making policy decisions, and planning and implementation processes.

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

TOTAL RATING:

DIVIDE 'TOTAL RATING' BY 5 = AVERAGE RATING (B):

3. PROFESSIONAL ACHIEVEMENTS

- A) Evidence of scholarly work: publications, including journal articles, books, book review, manuals, etc..

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

B) Professional awards, honors, recognition, appreciation/ commendations.

- | | | |
|------------------------|-------------------|----------------------|
| 1. Outstanding: | 3.5 – 4.00 points | <input type="text"/> |
| 2. Very Good: | 2.5 – 3.49 points | <input type="text"/> |
| 3. Good: | 1.5 – 2.49 points | <input type="text"/> |
| 4. Improvement Needed: | 0 – 1.49 points | <input type="text"/> |

Substantiate rating with at least one example:

C) Active membership, service and leadership in professional organisations.

- | | | |
|------------------------|-------------------|----------------------|
| 1. Outstanding: | 3.5 – 4.00 points | <input type="text"/> |
| 1. Very Good: | 2.5 – 3.49 points | <input type="text"/> |
| 2. Good: | 1.5 – 2.49 points | <input type="text"/> |
| 3. Improvement Needed: | 0 – 1.49 points | <input type="text"/> |

Substantiate rating with at least one example:

D) Attendance and presentation at national, regional and local conferences, seminars and workshops.

- | | | | |
|------------------------|---|-------------------|----------------------|
| 1. Outstanding | : | 3.5 – 4.00 points | <input type="text"/> |
| 2. Very Good | : | 2.5 – 3.49 points | <input type="text"/> |
| 3. Good | : | 1.5 – 2.49 points | <input type="text"/> |
| 4. Improvement Needed: | | 0 – 1.49 points | <input type="text"/> |

Substantiate rating with at least one example:

E) Contribution to professionally related community activities in civic, cultural, educational and benevolent organisations.

1. Outstanding:	3.5 – 4.00 points	<input type="text"/>
2. Very Good:	2.5 – 3.49 points	<input type="text"/>
3. Good:	1.5 – 2.49 points	<input type="text"/>
4. Improvement Needed:	0 – 1.49 points	<input type="text"/>

Substantiate rating with at least one example:

TOTAL RATING:

DIVIDE 'TOTAL RATING' BY 5 = AVERAGE RATING (C):

Comments by the Employee

(Comment on some of your special achievement and on areas that you need to improve)

(Signature of the Employee)

Comments by the Supervisor

(Signature of the Supervisor)

THE HRO SHALL COMPLETE THE FINAL RATINGS CALCULATION BELOW, AND SUBMIT TO THE HRC/RCSC FOR REVIEW AND FINAL APPROVAL.

FINAL RATINGS CALCULATION:

Average Rating (A): 40% Weightage

Average Rating (B): 40%

Average Rating (C): 20% Weightage

Final Rating:

[Calculation: $(A \times 0.4) + (B \times 0.4) + (C \times 0.2)$]

Tick appropriate box to confirm the Final Rating:

☐ 3.50 – 4.00 Outstanding

☐ 1.50 – 2.49 Good

☐ 2.50 – 3.49 Very Good

☐ 0 – 1.49 Improvement Needed

Name and Signature of the HR Officer

Comments by the HR Committee

HR Committee No.: Date:

(Signature of the Chairperson of the HR Committee)