REPUBLIC OF SEYCHELLES

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

Teacher Management and Development Policy

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Foreword

The Teacher Management and Development Policy is paramount to the quest of the Ministry of Education and Human Resource Development (MEHRD) to addressing its strategic priority areas pertaining to teacher management and development which would ultimately lead to improved learner performance and behaviour. This Policy has been formulated following an in-depth documentary analysis of relevant documents which brought to light numerous challenges and emerging issues affecting educational professionals and the teaching profession in general.

Central to these challenges are attracting young Seychellois with high academic background to the teaching profession, retaining teachers in the profession and convincing the general public that education professionals are the driving force in achieving the national goals and for transforming Seychelles into a peaceful and prosperous society.

Hence, this policy provides a framework for addressing teacher recruitment, deployment, development and retention to support the teaching profession and strengthen teacher education for better learning outcomes and for the professionalisation of the teaching profession in order to achieve the CESA-2016-2022 and SDG4 targets.

Given that the teaching profession is considered to be the mother of all professions, it is imperative that, as a nation, we collaborate to ensure its effective implementation so that its vision '*Teaching becomes the number one profession*' is realised for the prosperity of Seychelles. The Government is mindful that in order to improve the education system, it is imperative to attract and maintain competent people in the teaching profession. It will continue to invest in and strive to improve the teaching profession. I therefore call on all citizens of Seychelles to collaborate and work together in the context of '*Education – A shared responsibility'* to create an environment where young people will be enticed to take teaching as a career.

The development of this policy would not have been possible without the hard work and dedication of the Technical Team, with the technical support of the International Institute for Capacity Building for Africa (IICBA), UNESCO. MEHRD remains deeply indebted to all who contributed in the development of the policy and looks forward to the support of each and everyone in the successful implementation of the Teacher Management and Development Policy.

Mrs Jeanne Simeon

Minister for Education and Human Resource Development

Acknowledgement

Acronyms

BLM	Blended Learning Mode
CBA	Competency Based Approach
CESA	Continental Education Strategy for Africa
CPD	Continuous Professional Development
EMIS	Education Management and Information System
HQ	Head Quarters
IICBA	International Institute for Capacity Building for Africa
ILO	International Labour Organisation
MEHRD	Ministry of Education and Human Resource Development
MTS	Medium Term Strategy
NQF	National Qualifications Framework
NQT	Newly Qualified Teacher
ODL	Open and Distance Learning
PC	Professional Centre
PPBB	Programme Performance-Based Budgeting
PSO	Public Service Orders
SADC	Southern African Development Community
SDG	Sustainable Development Goals
SENCO	Special Educational Needs Coordinator
SITE	Seychelles Institute of Teacher Education
SQA	Seychelles Qualifications Authority
TMD	Teacher Management and Development
TOR	Terms of Reference
TSS	Teachers Scheme of Service
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Glossary of Terms

Award Bearing Programme – A programme of study which leads to the award of a qualification registered on the National Qualifications Framework.

Education Information Management System (EMIS) – Centralised computerised system designed to organise information related to education and training. The functions of EMIS include the collection, processing, publication, dissemination and rendering of information services related to education and training (such as data related to student numbers, human resources, institutional assets, and student progression). The processed data provide diagnostic information for use by a centralised authority to facilitate effective planning, decision-making, implementation, monitoring and evaluation of the education and training system.

Education Professionals – Teachers serving at different levels of the education system.

National Qualifications Framework – A framework of regulations, policies and tools developed to regulate the development, recognition and award of qualifications based on standards of competence to be acquired by learners.

Programme Performance Based Budgeting – A strategic management tool that links financial resources to performance measurement and resource management at the organisational level.

Qualification – The formal recognition of a learner's achievement of the required number and range of credits or other requirements at a specified level of the National Qualifications Framework (NQF)

Teacher – A person with the prescribed teaching qualification as per established regulations.

1. Introduction and Background

1.1 Introduction

Teachers are central to the learning process. They are highly influential in both the quality of education that children receive at school and eventually their learning outcomes. Effective teacher management and development is paramount to the success of any education system. The Ministry of Education and Human Resource Development (MEHRD) is in the process of setting up a Teacher Management and Development (TMD) Section as part of its new Organisational Structure 2018. The purpose of the Section is to provide strategic leadership on matters regarding teacher management, recruitment, deployment, development, retention and career path and related frameworks to support and professionalise the teaching profession for education professionals employed by MEHRD, in collaboration with key stakeholders, for better learning outcomes.

One of the key frameworks to govern all TMD operation is this policy that shall set out the exigencies of the Teacher Management and Development (TMD) Section and of other key partners directly involved in the MEHRD's quest to professionalise the teaching profession.

1.2 Background

MEHRD recognises that education professionals are the driving force for transforming schools into real communities of learning as they work collaboratively for quality improvement of their institutions. The Government also understands that improvement in education access, quality, equity and efficiency depends heavily on attracting and maintaining competent people to the teaching profession. However, in our context, teacher quality is compromised by weak mastery of academic content, as well as ineffective classroom practices as indicated by the low results of students' outcomes. The key stages national and international examination results for the past five years are well below the set targets of 50% of learners achieving grade C or better as indicated in the *Education Sector Medium Term Strategy* (MTS) *2013 to 2017 and Beyond*.

The situational analysis conducted for the preparation of MTS 2013-17 highlights the extent of teacher shortages at primary and secondary levels, as well as Special Educational Needs Coordinators (SENCOs), and education leaders within the system. It also highlights the unmet training needs of education professionals. This situation is further exacerbated by the high attrition rate and the interruption in the supply of teachers during the last decade.

Presently, the MEHRD is one of the ministries receiving the highest percentage of the national budget with the greatest percentage going towards salaries amounting to more than 90 percent of the overall education spending. However, the returns on this high overall investment in teachers are limited due to various factors such as high attrition rates and effectiveness of teaching staff.

Cognizant of the challenges mentioned above the MEHRD embarked on a comprehensive education reform. A medium-term strategy for the period 2013 to 2017 was adopted by Cabinet in 2014 and was implemented through programme performance-based budgeting (PPBB). Following the audit of the MTS 2013-17, a number of priority areas related to teachers' issues aimed at improving quality of learning outcomes and system efficiency were retained.

Documentary evidence for the past decade reveals that teacher retention remains one of the major concerns of the Seychelles Education system (Dos Santos, 2016; Motlotle 2017; Task Force Report, 2017; Teacher Retention Report, 2014). A series of reforms have been implemented in attempting to encourage more people to join teaching, and to enhance the working conditions of teachers with the intention of improving their commitment and retention. Teachers in various fora pointed out that various factors such as workload, remuneration, limited of professional development and a clear path for promotion and progression were contributing to low motivation for teaching (Task Force Report, 2017).

Hence, improving quality and retention of teachers were priority areas of the MTS 2013-2017 and remains as priority areas in the MTS 2018-2022, focusing on Teacher Recruitment, Deployment, Development and Retention to support the teaching profession and strengthen teacher education for better learning outcomes and for the professionalisation of the teaching profession. This is also work in progress towards the Education 2030 Agenda which claims that 'teachers are the key to achieving all of the SDG4 targets' and as they 'are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems' (UNESCO).

1.3   Problem Statement

Although tremendous progress has been made in the education sector and all children have free access of at least 11 years of comprehensive education, nonetheless, the education system is facing a number of challenges related to teacher management and development.

Moreover, pupils' performance is far below the national target (at least 50% grade C or better). There is also the mounting problem of ineffective teaching and the absence of a national teacher regulation for both government and private sector.

Among other challenges are the under professionalisation, inadequacy of standards and the system's ability to recruit the required number of quality and committed people to join and retain them in the teaching profession. The difficulty to manage teachers and to ensure effective teaching and development of the teaching force, has further contributed to the apparent struggle to have skilled human resource to boost the country's economy.

In the new structure of MEHRD provision has been made for a TMD Section to help professionalise the teaching profession. Hence, a number of frameworks will have to be in place to address the related challenges. Central to the frameworks is this teacher management and development policy which will help to raise standards and improve the development, management and utilization of teachers in Seychelles for the required improvements in the quality of learning.

2. Legal and Policy Framework

2.1 International Level

Internationally, the policy is founded on International Human Rights (Article 26 of the Universal Declaration of Human Rights, 1948), the Convention against Discrimination in Education, the Convention on the Rights of the Child, the International Covenant on Economic, Social and Cultural Rights, and the UN Convention on the Rights of Persons with Disabilities, the Education 2030 Incheon Declaration (2015) which focuses on Sustainable Development Goal 4 aiming to "ensure inclusive and equitable quality education and promote life-long learning opportunities for all'.

The policy is also in line with the *Continental Education Strategy for Africa 2016-2025* (CESA 16-25) which strives for a "qualitative system of education and training to provide the African continent with efficient human resources adapted to African core values and therefore capable of achieving the vision and ambitions of the African Union".

The Seychelles Teacher Management and Development policy shall guide the achievement of teacher related targets of the Sustainable Development Goals (SDG) 4, and complement other related Goals by 2030.

The Policy is also supported by the 'ILO/UNESCO recommendation concerning the Status of Teachers adopted on 5 October 1966 and the UNESCO Recommendation Concerning the Status of Higher-Education Teaching Personnel 1997. ILO/UNESCO recommendation sets forth the rights and responsibilities of teachers, and international standards for their initial preparation and further education, recruitment, employment, teaching and learning conditions. Since its adoption, the Recommendation has been considered an important set of guidelines to promote teachers' status in the interest of quality education. The UNESCO recommendation 1997 'is a set of recommended practices covering all higher education teaching personnel designed to complement the 1966 Recommendation' (ILO and UNESCO, 2008).

2.2   National Context

This policy is linked to the Education (Amendment) Act 2017 notably Part 5 clauses 71– 76; and Tertiary Education Act 2011 Part 4 clauses 30, 31 and 33. The Teacher Management and Development Policy complements the implementation of the Education for a Learning Society (2000). It is also a priority area of the MTS 2013-2017 and remains as a priority area in the new MTS 2018-2022.

According to the MTS 2018-2022 and Beyond, the education sector is responsible for the delivery of equitable, relevant, quality education and training services for all. Teachers have a crucial role to play in the development of the country's human resource needs for national development.

The Policy stems from one of the strategic interventions of the MTS 2018-2022 and Beyond which calls for strengthening teacher management and development for the professionalisation of the teaching profession and better learning outcomes.

The Policy takes into account *The Seychelles Constitution 1993* and the Seychelles *Public Service Orders* (PSO), 2011.

3.   Situational Analysis

3.1   Introduction

Research of the best education systems around the world indicates that the quality of teachers is the most important factor in determining how well children learn. "The best systems draw their teachers from among the best graduates and train them rigorously and effectively, focusing on best classroom practices. They then make sure that teachers receive effective professional development throughout their careers …" (Department of Education UK, 2010,

p.9). This is what Seychelles aspires to. The under-professionalisation of teachers, low quality of new entrants, weak induction and mentorship of teachers, inconsistent continuous professional development and bureaucratic requirements are the most important aspects determining the quality of teachers in Seychelles.

The methodology employed to generate information to inform the development of this policy was mainly through the analysis of a number of research documents conducted generally over the past five years (2015 to 2019). Validation of the policy was done through a series of ten consultative meetings with key stakeholders from October 2019 to February 2020, prior to soliciting the final approval of the MEHRD's Senior Management Team in early July 2020.

3.2   Overview of Challenges and Achievements

Recently, the MEHRD has seen the revision of the teachers' scheme of service, with the inclusion of marketable skills and inducement allowances in teachers' salary package. Additionally, provision for training for those who do not hold a teacher certificate and opportunities for teachers to upgrade their professional qualifications have been made. An alternative mode of training, a Blended Learning Mode (BLM), has been introduced to make training accessible to a larger number of in-service teachers, with minimal disruptions to teaching and learning. Despite all the effort being made there still remains a number of challenges to be addressed.

The achievements and challenges are addressed under five dimensions:

Dimension 1: Teacher Management and Professional Status

Dimension 2: Educational Leadership and Management

Dimension 3: Teacher Empowerment

Dimension 4: Teacher Professionalisation

Dimension 5: Teacher Development

Dimension 1: Teacher Management and Professional Status

The *Teacher Management and Professional Status* addresses the following key areas: Promotion of the Profession; Recruitment; Deployment; Retention (Career Path, Rewards and Remuneration, Induction and Mentoring, Probation); Social Dialogue and Database.

a. Promote the Profession

According to the Task Force Report (2017), national campaigns to promote teachers and teaching is limited; the current efforts are fragmented and undertaken by one or two entities. The various frameworks relating to teacher management are yet to be finalised. The MEHRD's organisational structure of 2018 makes provision for the creation of the TMD section to manage the development, deployment, recruitment and retention of teachers.

b. Recruitment

There is a process for recruitment but it is not publicised and systematic. Filling vacancies in secondary schools remains a constant challenge and the limited number of qualified teaching personnel is also becoming a growing concern at primary level. SITE, as the training institution, finds it difficult to recruit the quality and quantity of candidates. The number of qualified teachers released into the system does not meet the demand. As a consequence (i) the system depends heavily on expatriate staff; and (ii) the standard for recruitment of teachers is not always maintained although selection criteria have been established.

c. Deployment

The deployment of newly qualified teachers (NQTs) and newly recruited experienced teachers to initial postings is not equitable and transparent.

d. Retention

Apart from retirement, between 2012 and 2016, a large number of trained primary (159) and secondary (145) teachers left the profession to join other sectors of the economy. Despite recommendations on causes of high attrition rates among teachers in several reports, efforts to retain teachers were apparently futile. The most prominent causes of high attrition rates were linked to induction, career path, rewards and remuneration.

Career Path, Rewards and Remuneration

According to Dos Santos (2016), the inadequate provision for professional development and standards leaves teachers without a clear path for promotion and career progression and makes the process of selecting and appointing leaders unclear. The current Teachers Scheme of Service (TSS) 2015, which is reviewed every four years in line with the government salary structure and implemented in phases, is not accessible to all teachers and stakeholders. It depicts progression of salary scales related to qualification but makes no comparison between the teachers' salaries and other categories of civil servants of the same grade (Task Force Report 2017).

Induction and Mentoring

The MEHRD's HR Department has an induction-training programme, however, it is not coherent and systematic and schools may have different processes depending on the preparation of the head teacher and the school management team. There is no systematic support for Newly Qualified Teachers (NQTs) nor mentoring by more experienced colleagues (Dos Santos, 2016).

Probation

The current probationary period for teachers is not clearly defined and implemented.

e. Social Dialogue

There is not enough consultation on new reforms or emerging education priorities before national implementation.

f. Database (profile of teachers)

The workforce database is not always reliable and systematically updated with relevant information on teacher qualifications and shortages to determine and prioritise training needs and inform training projections (Task Force Report, 2017).

Dimension 2: Educational Leadership and Management

The *Educational Leadership and Management* addresses the following key areas: Leadership and Training of Leaders; Educational Institution Management and Administration; Accountability; and Staff Appraisal.

a. Leadership and Training of Leaders

According to the Task Force Report (2017) only 25% (55 out of 219) of secondary and primary school senior and middle management staff have received training in management/administration (at either Masters, Advanced Diploma or Certificate levels) and yet the new *Leadership and Management Framework* outlines a very demanding set of roles for educational leaders. It is to be noted that in the last quarter of 2018, a group of twenty (20) leaders embarked on a *Masters in Educational Leadership* programme being offered by UniSey in partnership with the University of Mauritius while SITE is currently reviewing the Advanced Diploma in Educational Leadership (ADEL) programme for middle managers.

b. Educational Institution Management and Administration

According to the report on the *Effectiveness of School Management Structure* (2015), weaknesses were reported at all levels of the education system, especially at secondary, with regard to documentation and reporting and in the ability for management teams to lead strategically. Furthermore, the current practice of recruiting from within is a "conundrum" as we are asking school leaders to take on roles at both middle and senior management levels, which they are not necessarily well equipped to assume, oftentimes, with possible unintended consequences for all involved.

Necessary action is being undertaken to ensure that essential procedural documents are ready prior to the devolution of more responsibilities to schools, in response to teachers' perception that there is an inadequacy of autonomy in schools and even in the classrooms (Teachers' Forum, 2010; MEHRD Quarterly Report, December, 2018).

c. Accountability

Problems related to teacher absenteeism; ineffective teaching; ethical behaviour; guidelines; professional development; inadequate commitment; attrition have adverse effects on schools' general atmosphere and learner performance. Schools are compelled to increase the workload of teachers who already have overloaded timetables (Dos Santos, 2016).

d. Staff Appraisal

The Ministry has adopted an appraisal process which allows appraisers to identify teachers who are achieving the expected levels of performance and be rewarded accordingly (Dos

Santos, 2016). However, there are conflicting views on the extent to which the current staff appraisal system, implemented in 2013, is achieving its desired impact. According to Schools Divisions, the revised *Teacher Appraisal Policy and Strategy* and accompanying documents are being finalised for implementation in 2020 (Task Force Report 2017).

Dimension 3: Teacher Empowerment

The *Teacher Empowerment* addresses Teachers Committee.

a. Teachers Committee

There is no registered teachers association; hence, 'it is difficult to engage in social dialogue with groups of teachers with the assurance that they are truly representative of the teacher population' (Task Force Report, 2017, p. 24).

Dimension 4: Teacher Professionalisation

The *Teacher Professionalisation* addresses Registration of Teachers.

a. Registration of Teachers

The Teachers' Council was officially launched in October 2016. The Board members have been appointed as per the Education Act 2004 but the Regulations to govern registration of teachers are yet to be approved by the Cabinet of Ministers and made accessible to all stakeholders. Other essential documents remain in draft form (Task Force Report 2017, Personal Communication with the Registrar 03.01.2019).

Dimension 5: Teacher Development

The *Teacher Development* addresses the following key areas: Teacher Education (Pre-service, In-service); Continuing Professional Development (CPD); and Award Bearing Programme.

a. Teacher Education (Pre-service, In-service)

A comprehensive policy to guide initial teacher preparation and in-service training is yet to be developed. SITE has the mandate to train primary and secondary teachers up to Advanced Diploma level but according to the Task Force (2017), its current student intake and annual output are largely insufficient to meet the country's demand. Attracting academically good students to join teaching remains a challenge (Dos Santos, 2016). Marketing and promotion strategies should be a national and multi-sectorial endeavour.

At July 2017, 65% of teachers at primary level do not possess the approved teaching qualification (Motlotle, 2017; Task Force, 2017). A relatively small number of teachers hold a Bachelor of Education degree (Simeon, 2017). As of January 2018, SITE has started training 194 'supply teachers' and D1 teachers through the Blended Learning Mode (BLM) to Diploma and Advanced Diploma, respectively. Regarding secondary, candidates are being

trained through the on the 'job mentoring and coaching' model due to unviable cohort for academic subject areas.

Of the 206 teacher assistants employed in primary schools, 111 have received some sort of training. A training programme for teacher assistants is still under review.

b. Continuing Professional Development (CPD)

The overall support structure, purpose and organisation of CPD need to be reviewed. It is being conducted in an ad-hoc manner in some schools without proper planning and supervision (Task Force, 2017).

c. Award Bearing Programme

SITE limited number of teaching staff is working to have all its programmes validated by the Seychelles Qualifications Authority (SQA) and to re-position itself to better deliver on its training mandate.

There is not enough consultation, research and piloting of new reforms or emerging education priorities before national implementation. There is also limited collaboration between SITE, the sections that provide curriculum leadership in development and implementation, the Assessment and Certification Section and other key stakeholders.

Further details for this section are provided in the *Teacher Management and Development Situational Analysis Report 2019.*

4. Policy Framework

4.1 Policy Vision

Teaching becomes the number one profession.

4.2 Policy Mission

To assist in transforming the education landscape for improved teacher and learner performance through established frameworks for the management, recruitment, deployment, development and retention of quality teachers.

4.3 Purpose

This policy provides a framework for the standardisation and professionalisation of the teaching profession in terms of recruitment, deployment, development and retention of teachers through a series of strategies to: strengthen the management and professional status of teachers; enhance educational institution leadership and management; empower teachers; professionalise the teaching profession and strengthen teacher development for improved learning outcomes.

4.4　Policy Objectives

The main objectives of the policy are to:

4.4.1 Raise the status of the teaching profession using equitable and transparent criteria.

4.4.2 Enhance the educational institution management and administration system for effective leadership and improved teaching and learning environment at all levels of the education system.

4.4.3 Empower teachers to have a voice and be represented in decision-making.

4.4.4 Standardise the teaching profession, qualifications and practice across all levels of education.

4.4.5 Strengthen pre-service, in-service and continuing professional development for effective delivery of quality teaching and learning at all levels of the education system.

4.5　Scope

This policy targets all teachers, processes and practices within the Ministry Headquarters (HQ) and in all public educational institutions in Seychelles.

4.5　Guiding Principles and Values

The TMD Policy is guided by ten principles and values:

1. Professionalism
2. Innovation
3. Creativity
4. Effectiveness
5. Efficiency
6. Accountability
7. Adaptability
8. Passion
9. Transparency
10. Good Governance

1. **Professionalism:** Is the knowledge, competencies and attributes that teachers must have to be effective educators. The policy provides a framework for entry, induction, mentoring, coaching, discipline and managing the exit of teachers.

2. **Innovation:** Innovative teaching is a different way of doing things that result in considerably better outcomes, creation of new knowledge and new methods of teaching.

3. **Creativity:** The process of generating something original and of value. Teaching for creativity aims to encourage self-confidence, imagination, independence of mind, and the capacity to think for oneself.

4. **Effectiveness:** Effective teachers are those who achieve the goals set for them by government. Effective teachers possess the knowledge and skills needed to attain the goals.

5. **Efficiency:** Is the ability to execute a task or series of tasks in an organised manner through thorough preparation, staying focused and effectively managing a class among others. An efficient teacher should be able to consistently perform their job with a minimum of effort and expenditure of resources.

6. **Accountability:** Is the ability to justify one's action in line with assigned and assumed responsibilities by focusing on both the processes and products of education.

7. **Adaptability:** Is the capacity to respond to and manage new, changing and uncertain situations, technologies or events that arise in the complex working environment of the modern classroom.

8. **Passion:** Is an innate quality displayed by enthusiastic and devoted teachers who are greatly attracted towards or have a calling for teaching and love to see the transformation of their students.

9. **Transparency:** Implies operating in a manner so everyone concerned is aware of decisions and action taken.

10. **Good Governance:** Is a way of measuring how a public institution conducts its affairs and manages resources.

5. Policy Statement

The Ministry of Education and Human Resource Development is committed to addressing teacher related issues and provide strategic leadership on matters pertaining to teacher management and development and the professionalisation of the teaching profession for better learning outcomes.

6. Policy Goals and Strategies

The Policy Goals focus on five dimensions as follows.
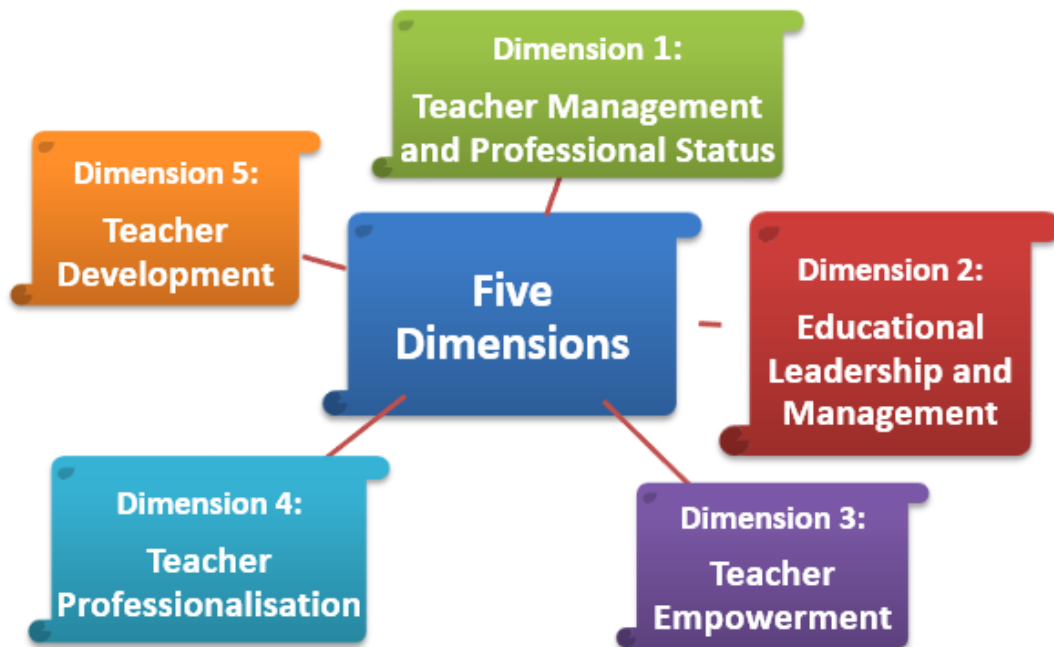
These dimensions have been broken down into goals, elements and policy statements as shown on page 13.

Dimensions	Goals	Elements	Policy Statements
1. **Teacher Management and Professional Status**	Raise the Status of the Teaching Profession using equitable and transparent criteria	1.1 Promote the Teaching Profession	The high respect for teachers and the status of the teaching profession shall be revived and restored for high performers and aspiring candidates to join the profession.
		1.2 Implement Standardised Procedures of Operation	Procedures of operation shall be standardised and widely disseminated.
		1.3 Implement Transparent Recruitment and Deployment Strategies	Recruitment and deployment shall be systematic, fair and transparent.
		1.4 Improve the Retention of Teachers	Retention of existing teachers shall be based on clear criteria and well-articulated mechanism.
		1.5 Realign Career Path, Rewards and Remuneration	Career progression, rewards and remuneration of teachers shall be both horizontally and vertically.
		1.6 Induction, Mentoring and Probation	Newly recruited teaching professionals shall go through systematic induction and mentoring.
		1.7 Social Dialogue	All new reforms and emerging education priorities shall be characterised by social dialogue.
		1.8 Maintain Updated Teachers Database	An updated and accessible Education Management and Information System (EMIS) of education professionals shall be operational.
2 **Educational Leadership and Management**	To enhance Educational Leadership and Management System for better performance of teaching and learning	2.1 Leadership and Training of Leaders	All educational institutions shall be led by a trained, qualified and competent leader.
		2.2 Edu Institution Management and Administration	Educational institutions shall be managed and administered by a body as per approved regulations.
		2.3 Accountability	Teachers shall exercise a high standard of professionalism in the discharge of their responsibilities.
		2.4 Staff Appraisal	Education professionals shall be systematically appraised.
3 **Teacher Empowerment**	To empower teachers to have a voice and be represented in decision-making	3.1 Teachers Committee	Teachers shall have the opportunity to contribute through an institutionalised mechanism.
4 **Teacher Professionalisation**	To standardise the teaching profession	4.1 Registration of Teachers	All teachers shall be registered by the Teachers Council of Seychelles.
5 **Teacher Development**	To strengthen pre-service, in-service and continuing professional development of teachers	5.1 Teacher Education (Pre-service, In-service)	All teacher education programmes shall be validated and offered through multiple and flexible pathways
		5.2 Continuing Professional Development (CPD)	Teachers shall engage in systematic continuing professional development.
		5.3 Award Bearing Programme	Opportunities shall be provided for teachers to access award bearing programmes at different stages in their teaching career.

6.1 Dimension 1: Teacher Management and Professional Status

Goal 1: Raise the Status of the Teaching Profession using equitable and transparent criteria

Element 1.1: Promote the Teaching Profession

Policy Statement 1

The high respect for teachers and the status of the teaching profession shall be revived and restored for high performers and aspiring candidates to join the profession.

Strategies 1.1

1.1.1 Institutionalise the Teacher Management and Development Section to provide leadership for teacher management and development.

1.1.2 Establish a funded body with multi-sectorial active engagement led by MEHRD to organize national campaigns to:

   a. market and promote teachers and teaching and teachers' central role in the achievement of all the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) and Sustainable Development Goals (SDGs) through an aggressive marketing and promotion strategy

   b. promote positive perceptions of the teaching profession amongst the public and within the profession itself.

1.1.3 Set up a systematic intervention programme to entice young people in becoming teachers.

1.1.4 Institutionalise the Aspiring Teachers' Programme in education institutions.

Element 1.2   Implement Standardised Procedures of Operation

Policy Statement 2

Procedures of operation shall be standardised and widely disseminated.

Strategies 1.2

1.2.1   Establish procedures of operation based on approved frameworks such as but not limited to:

    a.   Glossary of Operational Definition

    b.   Competency Framework for Teachers

    c.   Procedure/guideline implementation of new reforms/emerging priorities

    d.   Guidelines for introducing new initiatives

    e.   Code of Professional Practice for Teachers

    f.   Regulations of the Teachers Council of Seychelles

    g.   Marketing and Promotion Strategy (include outreach and promotional campaign)

    h.   Procedures and guidelines for recruitment of teachers inclusive of selection guidelines and procedures beyond academic qualification

    i.   Scheme of Service

    j.   Induction guidelines/framework

    k.   Mentoring guidelines/framework

    l.   Teacher Retention Strategy

    m.   Training Policy

    n.   Teacher Appraisal Policy and Strategy

    o.   Relevant Manual of Procedures

    p.   Leadership Framework

    q.   Accountability Mechanism

    r.   Terms of Reference for School Councils

    s.   Terms of Reference for Professional Centre Board

    t.   Framework for Delineation of Authority for Schools

    u.   Framework for Decentralised Authority for Professional Centres

    v.   Curriculum and Assessment Framework

    w.   Protocol for partnership

1.2.2   Make available all procedures of operation to all teachers.

Element 1.3   Implement Transparent Recruitment and Deployment Strategies

Policy Statement 3

Recruitment and deployment shall be systematic, fair and transparent.

Strategies 1.3

1.3.1   Establish a strategy for recruiting teachers, including from secondary school leavers, supply teachers and teacher assistants already working in schools and mid-career professionals in other fields.

1.3.2   Institutionalise succession planning strategy in all educational institutions.

1.3.3   Make explicit through a comprehensive costed plan a mechanism to have a qualified teacher in every classroom.

1.3.4   Utilise guidelines for the equitable and transparent deployment of newly appointed teachers to initial postings.

Element 1.4   Improve the Retention of Teachers

Policy Statement 4

Retention of teachers shall be based on clear criteria and well-articulated mechanisms.

Strategies 1.4

1.4.1   Implement a holistic Teacher Retention Strategy.

1.4.2   Make teaching an attractive career choice by:

a.   raising standards for hiring new teachers;

b.   having a flexible, equitable and transparent reward mechanism;

c.   improving entrance conditions and quality support for new teachers;

d.   responding to ineffective teachers;

e.   respecting teachers' workload

f.   rewarding teachers taking classes above the established ratio;

g.   maintaining a pool of part-timers and relief teachers.

1.4.3   Employ a consultative and transparent approach for posting, transferring, promoting and sanctioning teachers.

1.4.4 Implement and monitor recommended actions on issues affecting teachers' employment and working conditions in line with but not limited to Employment (Amendment) Act 2010; Public Service Order (2011); *ILO Standards for Decent Work & ILO/ UNESCO Recommendation Concerning the Status of Teachers* (1966);

Element 1.5   Realign Career Path, Rewards and Remuneration

Policy Statement 5

Career progression, rewards and remuneration of teachers shall be both horizontally and vertically.

Strategies 1.5

1.5.1   Link achievement of the competency standards, experience and career progression with the Teachers' Scheme of Service.

1.5.2   Make the Teachers' Scheme of Service transparent, accessible and inclusive of vertical and horizontal career progression.

1.5.3   Review the Teachers' Scheme of Service periodically to keep the teaching profession more competitive

1.5.4   Make gratuity, rewards and other benefits for teachers attractive and competitive

Element 1.6   Induction, Mentoring and Probation

Policy Statement 6

Newly recruited teachers shall go through systematic induction and mentoring.

Strategies 1.6

1.6.1   Establish an induction and mentoring framework for teachers.

1.6.2   Make the implementation of the induction and mentoring programme mandatory.

1.6.3   Provide systematic professional and academic support (mentoring) to newly appointed and promoted teachers within a motivating environment and culture.

1.6.4   Re-establish mandatory probation period for newly appointed teachers.

Element 1.7   Social Dialogue

Policy Statement 7

All reforms and emerging education priorities affecting teachers shall be undertaken through social dialogue.

Strategies 1.7

1.7.1   Adopt a process approach (research, wide consultation, piloting, evaluation, validation and full implementation) for the implementation of reforms and emerging education priorities.

1.7.2   Provide a platform for teachers and stakeholders to contribute in the decision-making process affecting teachers.

Element 1.8   Maintain Updated Teachers Database

Policy Statement 8

An updated and accessible Education Management and Information System (EMIS) of teachers shall be operational.

Strategies 1.8

1.8.1   The Policy, Planning and Performance Monitoring and Evaluation Division, Early Childhood and Primary Education and Secondary Education Divisions, Teacher Management Development, Teachers' Council and Human Resource and Administration Division shall work closely together to:

a.   maintain an up dated data base of teachers;

b.   generate information that is useful for training plans.

1.8.2   The EMIS for teachers shall be accessible to delegated authority.

6.2   Dimension 2: Educational Leadership and Management

Goal 2: To enhance educational leadership and management system for better performance of teaching and learning

Element 2.1   Leadership and Training of Leaders

Policy Statement 9

All educational institutions shall be led by a trained, qualified and competent leader.

Strategies 2.1

2.1.1   Ensure that different categories of leaders have access to educational leadership programmes.

2.1.2   Implement a mentoring framework for newly appointed leaders.

2.1.3   Put in place mechanisms to have competent leaders at all levels of an educational institution as per established framework.

2.1.4   Empower educational leaders and their teams to provide strategic leadership to their institution in conjunction with their governing body.

Element 2.2   Educational Institution Management and Administration

Policy Statement 10

Educational institutions shall be managed and administered by a body as per approved regulations.

Strategies 2.2

2.2.1   Systematically review and publicise the role of the management and administrative teams.

2.2.2   Put in place a mechanism to monitor the management and administrative teams' adherence to established roles and functions as per established framework.

2.2.3   Introduce mandatory induction for members of management and administrative teams.

2.2.4   Provide academic and professional support as required to all members of the management and administrative teams within a motivating environment and culture.

Element 2.3   Accountability

Policy Statement 11

Teachers shall exercise a high standard of professionalism in the discharge of their responsibilities.

Strategies 2.3

2.3.1   Report on students' performance periodically in line with relevant frameworks.

2.3.2   Set up mechanisms to monitor, document, analyse, report and take disciplinary action against teachers' professional misconduct.

2.3.3   Strengthen mechanisms for accountability at the level of the operational structure of educational institution.

Element 2.4   Staff Appraisal

Policy Statement 12

Education professionals shall be systematically appraised.

Strategies 2.4

2.4.1   Ensure alignment of the implementation of the appraisal system with the *Teacher Appraisal Policy and Strategy*.

2.4.2   Sensitise the school management and teachers on the value and purpose of the appraisal system.

2.4.3   Ensure the monitoring of the implementation and the revision of the appraisal system as per established schedule.

6.3   Dimension 3: Teacher Empowerment

Goal 3:   To empower teachers to have a voice and be represented in decision-making

Element 3.1   Teachers Committee

Policy Statement 13

Teachers shall have the opportunity to contribute through an institutionalised mechanism.

Strategies 3.1

3.1.1   Establish mechanisms within educational institutions to encourage teachers to participate meaningfully in decision making on matters of education and training.

6.4   Dimension 4: Teacher Professionalisation

Goal 4:   To standardise the teaching profession

Element 4.1   Registration of Teachers

Policy Statement 14

All teachers shall be registered by the Teachers Council of Seychelles.

Strategies 4.1

4.1.1   Establish mechanisms to facilitate the registration of teachers.

4.1.2   Institutionalise and implement the standards and qualifications framework for teachers.

4.1.3   Introduce a minimum national teacher qualification.

4.1.4   Collaborate in the implementation of the *Code of Professional Practice for Teachers*.

4.1.5   Systematically review and disseminate the national professional teacher standards.

4.1.6   Ensure that all practising teachers possess a valid Certificate of Registration from the Teachers Council of Seychelles.

6.5   Dimension 5: Teacher Development

Goal 5:   To strengthen pre-service, in-service and continuing professional development of teachers.

Element 5.1   Pre-service and In-service Training

> **Policy Statement 15**
>
> **All teachers shall be trained through accredited programmes offered through multiple and flexible pathways.**

Strategies 5.1

5.1.1   Ensure mechanisms are in place, as per established framework, to have a qualified teacher in all classrooms at all levels of the education system.

5.1.2   Ensure mechanism for systematic implementation of in-service training for teachers through multiple and flexible pathways is in place.

5.1.3   Ensure an incentive system is in place to better attract outstanding performers and aspiring candidates to enter the teaching profession and retain in-service teachers.

Element 5.2   Continuing Professional Development (CPD)

> **Policy Statement 16**
>
> **Teachers shall engage in systematic Continuing Professional Development.**

Strategies 5.2

5.2.1   Ensure mechanism for systematic implementation of Continuous Professional Development (CPD) for teachers through multiple and flexible pathways is in place.

5.2.2   Ensure that an effective quadripartite relationship is establish between Teachers Council, TMD, SITE and Educational institutions to provide comprehensive CPD to education professionals.

5.2.3   Ensure the monitoring of the implementation, reporting and the revision of CPD processes as per established framework.

5.2.4 Ensure that all Professional Development Facilitators are trained to lead and manage CPD.

5.2.5 Promote the value of PD as a means for self-improvement as an integral component of the profession.

Element 5.3   Award Bearing Programme

Policy Statement 17

Opportunities shall be provided for teachers to access award bearing programmes at different stages in their teaching career.

Strategies 5.3

5.3.1 Ensure provision of opportunities for teachers to access higher level award bearing programmes to progress to higher tier of the *Teacher Competency Framework*.

5.3.2 Ensure provision of opportunities for teachers to access a range of programmes using different cost effective quality training through different modalities with clear articulation of progression to minimise disruption in teaching and learning.

7.0 Policy Implementation

This policy shall be applied in all instances when addressing issues related to teacher management and development.

8.0 Monitoring, Evaluation and Review of the Policy

Monitoring and evaluation of this policy will be carried out by the Chief TMD Officer and all key stakeholders involved in the processes of teacher management and development.

This policy shall be reviewed every 5 years to take into consideration any changes and trends.

9.0 Responsibility

The Chief TMD Officer and all key stakeholders shall have the responsibility of ensuring the procedures set forth in the policy are applied at all relevant instances.

10.0 Related Documents

   i.   The Seychelles Constitution 1993
  ii.   Education (Amendment) Act 2017
 iii.   Education for a Learning Society (2004)
 iv.   Public Service Orders

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