



Teacher Registration & Licensing Policy

Teacher Registration & Licensing Policy

Policy on Teacher-Employer Relations

Better Teacher

Stronger Nation

National Teacher Policy for Sierra Leone

Comprehensive and Harmonised National Teacher Policies

Prepared by the Teaching Service Commission (TSC)

Citation: The Regulations and principles of action outlined in this policy may be cited as "National Teacher Policy For Sierra Leone – TSC 2019".

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info@winmatpublishers.com

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Sierra Leone Address:

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Sierra Leone

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FOREWORD

The Government of Sierra Leone's Free Quality School Education (FQSE) Programme introduced in 2018 is the current framework for education sector transformation through universal access. We were aware of the financial, academic, and logistical implications of expanding access to education for children who otherwise would remain on the fringes of development. Between 2019 and 2020, we increased classroom spaces, expanded the pool of qualified teachers by five thousand, renewed curricula and materials for consistency with the vision and aspirations of the New Direction, and created mechanisms for assessment, among others.

In addition to creating new, data-informed initiatives, we took note of several projects that were initiated in the past, but which had stagnated and needed to be revived. They have strong potential for policy development and for practical, school-level improvements that can impact service delivery throughout the education sector.

The teacher policies are an example of renewed efforts to build and nurture an efficient teacher workforce. They are aligned with the Government's broader national agenda, anchored on human capital development. Teachers play a pivotal and fundamental role in assuring continuity in the supply of capable human resources to shape the country's social and economic development. It is for this reason that their significance as the country's 'best assets' was declared by

H.E President Julius Maada Bio in his maiden address at the State Opening of Parliament in May 2018.

In line with the vision of the New Direction, the Ministry of Basic and Senior Secondary Education (MBSSE) has duly maintained strong support for the Teaching Service Commission (TSC), the agency charged with the management, wellbeing, and professional development of teachers. In this connection, expanding knowledge and ideas, and strengthening capacities for effective learning through innovation, is a top priority for the Ministry. In collaboration with the Directorate of Science, Technology and Innovation (DSTI) and key development partners, MBSSE is guiding experimentation on models of service delivery, through the Education Innovation Challenge (EiC) whose aim is to provide substantive evidence for the TSC to develop a high quality, well-managed teaching force. Further innovative work with DSTI centers around digitizing the teacher application and recruitment processes. These investments in processes and procedures for improving teacher effectiveness, are aligned with the purpose of the Harmonised Teacher Policies, and designed to further inform teacher development policy, as an iterative process.

As the Government strives to improve all-round performance of the education sector, a well-implemented set of teacher policies will potentially improve the status of the teacher workforce and elevate the profession as a viable career option for our graduates. The Harmonised Teacher Policies will provide the guidance needed to enable teachers deliver quality learning outcomes for all children and, ultimately, fulfil the goals and objectives of the Free Quality School Education (FQSE) Programme.



Hon. Dr. David Moinina Sengeh

Minister of Basic and Senior Secondary Education

PREFACE

The Teaching Service Commission (TSC) is proud to present the Harmonized Teacher Policies, a comprehensive set of tools to guide our management of Sierra Leone's largest public sector: the teacher workforce.

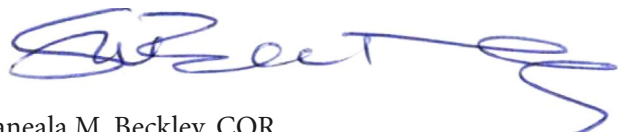
Established by an Act of Parliament in 2011, the TSC became fully functional in 2019 with a complement of 72 staff in Freetown and 16 districts. The Teacher Policies derive from the functions mandated in the TSC Act, being teacher registration and licensing, teacher management (recruitment, deployment, transfer, promotion, separation); teacher development and performance (professional standards, training and capacity building, career growth, and assessment), and teacher-employer relations (Code of Conduct, grievance redress and teacher welfare).

The Harmonized Teacher Policies reflect the mutually-reinforcing functions of the TSC. In carrying out these functions, collaboration with the Ministry of Basic and Senior Secondary Education (MBSSE) will be key to the successful implementation of the Government's flagship programme of Free Quality School Education (FQSE), with teachers and school leaders as direct implementers of Government policies. The Policies are relevant to the work of FQSE Coordinators, District Directors, School Supervisors and Inspectors in their oversight roles, and Local Councils, in their management of basic education.

The process of developing the Policies began in 2017 when we worked with development partners in the European Union and the World Bank and identified experts for each functional area. Our desire to learn from international best practice led us to hire external consultants for the Registration and Licensing and Teacher Development policies, areas in which innovative expertise was relatively scarce. They were assisted by local resource persons, in a participatory approach that engaged a broad range of stakeholders, including TSC Commissioners. Consultations at central and district levels ensured relevance and ownership of the process and outputs.

At the initial stage, the policies were developed simultaneously and almost independently of each other. However, as much as possible, specialists in one functional area participated in deliberations in other policy areas, cross-fertilising ideas to achieve coherence. The final phase of the policy development process aimed at harmonizing the policies. This was successfully completed with the support of a lead consultant, Dr Cream Wright.

The Harmonized Teacher Policies project high standards for managing an efficient teaching force. The TSC is committed to their effective implementation to fulfil society's expectations of teachers as the cornerstone of human capital development, and the Government's vision for improved morale and productivity of teachers.



Dr. Staneala M. Beckley, COR

Chairperson Teaching service Commission

ACKNOWLEDGEMENTS

The Commission would like to express our greatest and most sincere thanks and appreciation to The World Bank, through the RediSL Unit, and the European Union {EU}, through the EU Support to the Education Sector Project in Sierra Leone, for funding the development of the teacher policies. Specifically, The World Bank supported the development of the policies on Teacher Registration and Licensing, Teacher Management, and Teacher Employer Relations, through the project team. The EU supported the development of the policy on Teacher Development and Performance, through the project coordinating team and the consultancy firm - PROMAN our sincere appreciation and felicitations .

Our deep and sincere gratitude goes to the consultants who initiated work on the policies: Dr Jacinta Ezeahurukwe, on the Registration and Licensing policy; Dr Claudius Bart - Williams, on Teacher Management; Dr Simone Doctors and Prof Joe A. D. Alie on Teacher Development and Performance, and the late Mr. Emmanuel Fatorma, on Teacher-Employer Relations.

The final production of the set of harmonized policies was accomplished by Dr Cream Wright, retired Global Chief of Education for UNICEF. We owe him our profound appreciation for this seminal work that was approved by the Sierra Leone Cabinet, with little or no alteration.

To our Teachers, Education Stakeholders including Teacher Training Colleges and Universities, the Sierra Leone Teachers Union (SLTU), Conference of Principals of Secondary Schools {CPSS}, National Council of Head Teachers (NaCoHT), National Civil Registration Authority {NCRA}, Local and International NGOs, MDAs and TSC Commissioners, we thank you for your contributions towards the developing, for the first time in Sierra Leone, a comprehensive set of teacher policies to guide our work and how we engage with our clientele, the Teachers of Sierra Leone.

Our final thanks go to His Excellency the President, Brigadier (Rtd) Dr Julius Maada Bio and the Government of Sierra Leone for introducing Free Quality School Education {FQSE}, that ushered in a renewed dynamism and resolve for effective service delivery in the Education Sector that we have never witnessed before, and for appointing a champion in the person of the Honorable Minister of Basic and Senior Secondary Education, Dr David Moinina Sengeh.

To our colleagues in the Ministries of Basic and Senior Secondary Education and the Ministry of Technical and Higher Education, we record our deepest gratitude and appreciation for your valuable contributions.

We fervently hope that teachers will make the best use of these policies to improve teaching and learning in Sierra Leonean schools.



Sorie. Turay

Secretary, Teaching Service Commission



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1. Introduction

The Background, Purpose, and Scope of Teacher Policies

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

How the TSC Intends to Use Teacher Policies	How Teachers can Use Teacher Policies	
<p>To attract qualified young people (especially females) into teaching as a life long profession.</p> <p>To modernise teaching and increase the percentage of qualified teachers in the system</p> <p>To retain competent teachers in the service.</p> <p>To build a streamlined, effective and efficient teaching force managed with modern technology.</p>	<p><i>To provide TSC with their personal details as the basis for all communications (mobile phone and email).</i></p> <p>Teachers with Pin Code and existing appointment should send email for TSC to info@tsc.gov.sl with reference “Pin Code + Subject of Query + Date (YYYY-MM-DD)”.</p> <p>Teachers applying for position should apply through the TSC website https://www.tsc.gov.sl</p>	<p>DistrictHead.Bo@tsc.gov.sl</p> <p>DistrictHead.Bombali@tsc.gov.sl</p> <p>DistrictHead.Bonthe@tsc.gov.sl</p> <p>DistrictHead.Falaba@tsc.gov.sl</p> <p>DistrictHead.Kailahun@tsc.gov.sl</p> <p>DistrictHead.Kambia@tsc.gov.sl</p> <p>DistrictHead.Karine@tsc.gov.sl</p> <p>DistrictHead.Kenema@tsc.gov.sl</p> <p>DistrictHead.Koinadugu@tsc.gov.sl</p> <p>DistrictHead.Kono@tsc.gov.sl</p>

<p>To be transparent, consistent, and equitable in the treatment of potential and serving teachers.</p> <p>To assign qualified and experienced teachers equitably across all districts and school level</p> <p>To enhance teacher management through electronic registration, digitisation of records, and inclusion of teachers' email and phone contacts; NASSIT number; and pin codes; as well as contacts of all signatories.</p>	<p>New applicants for registration/ licensing should also apply through the TSC website https://www.tsc.gov.sl</p> <p><u>All emails to TSC must be copied to the relevant district office head as shown on the right column.</u></p>	<p>DistrictHead.Moyamba@tsc.gov.sl</p> <p>DistrictHead.PortLoko@tsc.gov.sl</p> <p>DistrictHead.Pujehun@tsc.gov.sl</p> <p>DistrictHead.Tonkolili@tsc.gov.sl</p> <p>DistrictHead.WesternRural@tsc.gov.sl</p> <p>DistrictHead.WesternUrban@tsc.gov.sl</p>
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<h2>2. Teacher Registration & Licensing</h2>	<h2>Brief Overview of Purpose and Issues</h2>
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The 2011 TSC Act mandates the Teaching Service Commission to register and license all teachers; maintain and upgrade annually a register of all licensed teachers and publish the register in the Gazette. The Teacher Registration and Licensing Department within the TSC carries out this function with the objective of ensuring:

- The provision of information on the spatial distribution of teachers throughout the country in terms of qualification and subject area of specialty in which a teacher is licensed to teach and reduces the risk of putting square pegs in round holes.
- A pool of trained and qualified professionals in their various specialties who could be assigned and reassigned where they are most needed in order to provide quality service nationwide.
- A comprehensive database of teacher information that would contribute to readily inform the nation's economic planning process.

Through this role, the TSC intends to impart confidence to parents that their children are being supervised and taught by State-recognised persons who have been scrutinised and deemed worthy to provide quality education and guidance.

3. Purpose of Teacher Registration & Licensing

Defining Who is a Professional Teacher in Sierra Leone

3.1 Understanding Professions:

In every sphere of human endeavour, individuals tend to acquire specialist knowledge, skills, and reputation for good practice that makes them credible practitioners who can be trusted with work in their various fields. This natural evolutionary process applies to all fields and there comes a point where the knowledge and skills required are so specialised that it becomes necessary to manage the process of who can legitimately practice and offer services in this field. This is the beginning of professionalisation, and it introduces specialist training institutions for acquiring the requisite knowledge and skills; as well as setting standards of practice that need to be maintained by practitioners. Obvious professions that have existed for a long time include medicine and law. Other professions such as engineering, architecture, agriculture, are also well known in Sierra Leone, but maybe not as well regulated and managed as law and medicine. Whilst there have been teaching qualifications, the field of teaching has not been regulated and managed as a profession in Sierra Leone. A major goal of the TSC is to cultivate a fully professional teaching force in Sierra Leone.

3.2 Evolution of Teaching into a Profession:

It is often asserted that anyone can be a teacher. Apparently, parents, siblings, relatives, friends, strangers, etc. can all share or pass on the type of information, knowledge, and skills, generally considered to be a form of education that results in learning. Two factors have transformed what teaching is about and highlighted the compelling need for professionalisation. First, there has been a rapid and continuous (exponential) expansion in human knowledge, and therefore what young people need to learn can no longer be confined to informal or amateur practitioners. Second, education has been greatly democratised and expanded, with massive numbers and diverse cultures engaging in the learning process that is based on increasingly complex curriculum (selection from the culture) as well as ambitious

goals for the role of education in personal and national development. All of this has made it imperative not only to have a professional teaching force, but also to support specialisation within such a profession.

3.3 Trends in Teaching in Sierra Leone:

Over the years, Sierra Leone like many African developing countries, has benefitted from the services of a wide variety of personnel who have operated as teachers in the education system. These range from young school leavers with little or no pedagogical insight or training; to experienced and caring adults who have tried to do their best to facilitate learning from what they know. This has been a set-back to progress. In many cases education has simply been a “parking space” for young people waiting to pursue other careers; or a home for those who cannot find (or refuse to look for) any other form of employment.

3.4 Why Make Teaching a Profession in Sierra Leone?

Sierra Leone just like many other developing nations is charged with the responsibility of achieving the different developmental goals and standards set as blue print for national development. The government of Sierra Leone has keyed into the activities and strategies to meet especially the Sustainable Development Goal (SDG) particularly SDG4c which targets ‘substantially increasing the supply of qualified teachers, the African Union ‘Agenda 2063’ Aspirations of achieving a prosperous Africa, based on inclusive growth and sustainable development with its goal number (2) which is targeted at ‘well educated citizens and skills revolution underpinned by science, technology and innovation’; Also the Continental Education Strategies for Africa whose achievements are based substantially on the quality of the teaching force. Prior to this time, teaching in Sierra Leone was marked as an all-comers affair with the invasion of untrained and unqualified persons performing the jobs of teachers, and any job that can be done by everybody cannot be called a profession and its quality cannot be guaranteed.

In realisation of quality teaching as the fulcrum for the achievement of any form of development, and the need to professionalise teaching, the Education Act of 2004 of Sierra Leone among other laws recommended for the provision of requirement in Sierra Leone where all teachers employed in government and/or non – government registered pre-school, primary or secondary are licensed to practice their profession by holding a current certificate of teacher registration. It also stipulated the requirements for the maintenance of Register of teachers and that “no person should be enrolled in the Register except the holders of valid certificate or license” (Article 38(2)). The establishment of the Teaching Service Commission (TSC) is to join other professional regulatory bodies all over the world to control and regulate their professions. One major task of the Teaching Service Commission is to determine who are teachers

and determine the criteria for the registration and licensing of those qualified to be registered as teachers, hence the need to review best practices in teacher registration and licensing and subsequent development of policy guidelines for its implementation by TSC, Sierra Leone.

3.5 Registration & Licensing – Cornerstones of Teaching as a Profession:

This policy on teacher registration and licensing offers a path to the professionalisation of teaching that will bring a transformation and reconceptualisation of teaching and teachers in Sierra Leone. This re-profiling of the perceptions of teaching and teachers is intended to enhance teacher confidence and self-concept, bring to the schools those who truly aspire to be teachers; enhance the quality of education by focusing on successful learning, and making the teaching profession attractive to qualified, motivated and dedicated individuals across the country.

This transformation and re-profiling of the perceptions of teaching and teachers reflects the Vision and Mission of the TSC in line with its mandate under the TSC Act as follows:

TSC Vision

A Center of Excellence in the management, Development and Oversight of the Teacher Workforce in Sierra Leone.

TSC Mission

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

The mission and vision stated above can be achieved if teaching is restricted to those who are academically and professionally qualified, committed and motivated to meet the competencies and standards set for them as contained in the Teacher Professional Standards. One way of ensuring this restriction to teaching is professional registration and licensing of qualified teachers.

3.6 Registration and Licensing as an International Best practice

Many countries across the world have realised the need for the professionalisation of teaching. In Europe, United States of America, Africa and other continents, teaching has been regarded as a profession which admission into is

restricted or limited to only those who are registered and licensed by the regulatory body. Registration and licensing is therefore, a critical feature of the teaching profession. To buttress this fact, a comparative review of literature on the practice of other professions like law, medicine, engineering, accounting, and specifically teaching across countries in Europe, America and Africa was carried out by this consultant. It was deduced among other things from the reviewed literature on the professional practices including teaching that Registration and Licensing are initial steps and ‘pathway’ to becoming a professional. This policy therefore has adapted the international best practices in registration and licensing to the specific peculiarity of teachers, teaching and the entire education system in Sierra Leone.

4. Criteria for Registration & Licensing

The Makings of a Professional Teacher

There is a range of technical-professional competencies and other character qualities that are generally accepted as pre-requisites for the teaching profession. These include specialist knowledge and skills acquired through specialist professional courses as well as from classroom practice. A professional teacher is therefore a person who possesses the requisite academic and professional qualifications with the commitment and disposition to bring positive change in the learners, for their overall development and learning achievement. Such a person must also be physically fit, of sound mind and mentally alert, and must be registered and licensed to practice by the relevant professional body.

4.1 Minimum Academic Qualification for Registration:

The minimum academic qualification for registration as a professional teacher is the Teachers’ Certificate (TC) or its equivalent. Any qualification lower than this cannot qualify a person for registration.

4.2 General Qualifications and Conditions for Registration:

Acceptable qualifications for registration are TC, HTC, B.Sc. Ed., B.A. Ed, B.Ed., M.Ed., MSc. Ed., PhD in Education, Degree in other fields plus education qualification (e.g. PGDE). A person is eligible to register as a teacher if he or she:

- Has attained the appropriate age stipulated in the condition of service for teachers

- Has the minimum relevant academic and professional qualifications from accredited and recognised teacher education institutions in Sierra Leone or other countries (in case of foreigners).
- Is of good conduct.
- Is physically and mentally fit.
- Has no criminal record.
- Obtains and completes the TSC registration form.
- Pays a licensing fee of Le 250,000, Le150, 000, Le100, 000, Le 50,000 (for New, Proficient, Highly Accomplished, & Distinguished/respectively)

4.3 Qualification for non-citizens of Sierra Leone (Foreign Applicant):

A non-citizen of Sierra Leone (foreign applicant) seeking to be registered and licensed to practice teaching shall be required to have his/her qualifications evaluated by the TSC or the body charged with the evaluation of certificates in Sierra Leone. He/she would also need to obtain and complete a TSC registration form attaching the following:

- Certified copies of qualifications and academic transcript, certified copy of identity document
- Letter of professional standing or good ethical conduct from country of previous registration, practice Education where there is no teaching regulatory body.
- The letter must not be more than one year old and should be on a letter headed, stamped, and signed.
- Proof of legal entry into Sierra Leone or work permit such as passport and visa, asylum seekers or refugees permit.
- Pass the Professional Qualifying Assessment/Test (mandated by TSC).
- Proof of ability to speak and teach with English Language fluently.
- Pay the required registration fee as determined by TSC.

4.4 Professional Qualifying Assessment/Examination prior to Registration:

Teachers will be exposed to a professional assessment, test or examination just like other professions before they are licensed. This is an international best practice and an important feature of professionalism that adds value to the sorting and screening of candidates to ascertain their suitability for independent and professional practice. The assessment/test/examination of teachers before registration is aimed at helping Sierra Leone Teaching Service Commission (TSC) to ensure that those who are to be registered to teach in Sierra Leone have the requisite knowledge,

skills, values and attitude to perform the duties of teachers in the schools. Professional qualifying test or exam will guide against prevalence of teachers who are qualified (by academic certificate) but incompetent. The dynamic nature of the teaching profession and its critical role in the safety, well-being of the people and nation demands that those to be granted entry into its practice must be screened to ensure that they will not be threats to the education sector and society in general. Entrusting the responsibility of teaching to incompetent persons may be detrimental to the growth of the nation.

For effective and objective assessment, TSC may consult an independent test development expert or professional to develop the *question bank* that may last for about five years covering such areas as the basic principles or foundations of teaching and the competencies expected of teachers. The independent test developer or expert will as well conduct the examination or test. The test will be measuring competency on what to teach and how to teach especially as contained in the *Professional Standards for Teachers and School Leaders*. The test will be a criterion referenced objective test based on assessment designed to measure expected knowledge and skills stipulated in the standards for each category of teachers and will be 50:50, theory and practice.

4.5 Registration of Teachers Previously Registered by the Ministry:

The Teaching Service Commission Act empowers TSC to register and license all teachers in Sierra Leone. This is entirely new and different because the names of teachers who meet the requisite qualifications for registration need to be entered in the professional register or database of teachers, which never existed. However, the TSC by its dual responsibility as a regulator and employer of teaching shall maintain the existing data of teachers from the Ministry of Education for teacher administration, management and other official purposes.

4.6 Registration as a Professional Teacher:

Teacher registration is the entry of the name of a qualified and trained teacher in the register or database of professional teachers maintained by the TSC in exercise of the powers conferred on it by law. Registration signifies that the teacher has the qualifications and experience and has met other conditions to practice teaching in a professional capacity in Sierra Leone. The registration certificate typically indicates the teacher's name, unique registration number, district where he/she registered and the year of registration.

4.7 The License to Teach

The teaching license is a legal permit granted by the TSC to a qualified, and registered teacher to practice without restriction for a stated period (3years) with terms and conditions. It is important to be licensed after registration because it is the license that gives a registered member the authority to practice as a teacher. Registration earns a member recognition as a professional in the field and it is done once. License is renewed every three years to ensure the teacher retains his/her name in the register of professional teachers and to continue practice over the years for which the license has been obtained. The license also qualifies the teacher to enjoy the benefits that may accrue to teachers within the years under licensure.

Following a successful registration, a teacher should apply for a license to practice. The same process used in obtaining the registration certificate is used for licensing. It requires payment of a licensing fee to the TSC for obtaining and completing the licensing form, attaching evidence of full registration with TSC (photo copy of certificate) with passport photograph. TSC will issue a new license indicating the category or class of the teacher according to the categorisation of teachers approved by TSC e.g. *New Teacher, Proficient Teacher, Highly Accomplished Teacher, and Distinguished Teacher*.

A License issued to a teacher expires in three years from the last payment and should then be renewed. The license once issued must be renewed every three years upon payment of the appropriate licensing fee. To renew the license, a teacher must complete a license form and attach a copy of his/her registration certificate together with the expired license.

To qualify for renewal of license and maintenance of name in the register of professional teachers, the teacher shall comply with the performance standards stipulated for his/her category showing evidence of the following:

- Minimum credit units obtained from prescribed and accredited teacher professional development programmes undertaken.
- Use of appropriate teaching and learning materials/resources.
- Proficiency in the teaching with adequate knowledge and mastery of subject content.
- Mastery of adequate pedagogical skills.
- Understanding and management of learners and learning activities.
- Adequate knowledge of assessment of learning outcome, providing feedback to learners and reporting their achievements.

- Adherence to the professional code of conduct as stated by TSC.

For the school leaders/heads, they must show evidence of compliance to the standards through effective quality assurance functions such as:

- Effective supervision of teachers and teaching-learning activities.
- Ensure adequate implementation of the curriculum /syllabus and their actual coverage.
- Ensure the availability and appropriate use of learning materials/resources by teachers.
- Ensure conducive teaching and learner friendly environment in the school.
- Ensure appropriate mentoring of new teachers on induction and objective assessment and reports of their activities.
- Ensure accurate documentation of all relevant official records and documents for inspection and other purposes, etc.
- Provide objective appraisal of all teachers under their supervision.

4.8 Maintenance of Professional Membership by a Retired Teacher:

A retired teacher who wishes to retain his/her name in the register of teachers will pay his/her 3-yearly subscriptions for the renewal of license directly to TSC account for as long as he/she wishes to retain the membership. The member will be qualified for any benefit accruing to registered members.

4.9 Re-Licensing for “Returning Teacher”:

Teaching is dynamic and requires constant practice, update of knowledge and innovative approaches. As educationists research into the processes and techniques of teaching and learning, teachers are expected to constantly keep abreast with new innovations in teaching. Therefore, a teacher who left the practice for a long period of time (five or more years) and has experienced long absence from the practice of teaching or related job will undergo a specialised mandatory refresher programme to get him or herself abreast with the new knowledge and skills needed for effective practice. He or she shall comply with the performance standards set for the category and must obtain the minimum credit unit required for renewal of license.

5. Paying for Registration & Licensing

Meeting the Costs of Making Teaching a Profession

5.1 Overview of Costs and Payment Options:

There are both capital and recurrent financial costs associated with the processes of teacher registration and licensing, which are designed to make teaching into a credible profession and cultivate a fully professional teaching force in Sierra Leone. These costs will accrue mainly to the TSC which provides registration and licensing services through: staffing, equipment, materials & supplies, logistics, record keeping, data analysis, etc.

5.2 Specific Budget Provisions for Registration & Licensing:

All capital costs of teacher registration and licensing shall be catered for in the budget allocated to the TSC, to ensure that these processes are not derailed by the inability of teachers to pay for these services. However, the licensing process will involve nominal costs to teachers who are the main beneficiaries as individual professionals. The TSC shall therefore require teachers to pay for licensing as follows:

Licensing Fees to be paid by Teachers on Initial Licensing and on Renewal of License after 3 years:

Category Of Teacher	Explanatory Note On Category Of Teacher	Licensing Fees To Be Paid
The New Teacher (after a year's probation)	This is a qualified and trained person from a teacher education institution who is engaging in professional practice for the first time.	Le. 250,000

<p>The Proficient Teacher</p>	<p>A teacher who has successfully completed 50 credits of professional development training with a portfolio demonstrating evidence of the three domains of professional knowledge, practice and engagement as outlined in pages 59-106 in <i>the Professional Standards for Teachers and School Leaders in Sierra Leone, 2017</i>. Has also successfully undergone monitoring and some years of practical experience in teaching.</p>	<p>Le. 150,000</p>
<p>The Highly Accomplished Teacher</p>	<p>A teacher whose performance surpasses basic proficiency and reflects advanced attainments of progression from one certificate level to another (TC, HTC, BA). He/she must have successfully taken professional development training that reflects competencies under the three domains – professional knowledge, professional practice and professional engagement as outlined in the <i>Professional Standards for Teachers and School Leaders in Sierra Leone</i>. He/she must also have attained additional 50 credits of professional development that includes the ability to supervise, mentor and provide professional support to other teachers.</p>	<p>Le. 100,000</p>

Distinguished Teacher	<p>A teacher who has emerged as a leader in the field and has become an authority and rallying point within and outside the school. He/she has a portfolio with evidence of advanced professional development training of additional 50 credits as per the <i>Professional Standards for Teachers and School Leaders in Sierra Leone</i> in areas of leadership in: professional knowledge; professional practice; professional engagement; professional organisational management transformation; as well as additional academic and professional certificates.</p> <p>This is a teacher who has clearly emerged as a leader in the field and has become an authority figure in the profession; serving as a rallying point for professional expertise within the school as well as outside the school.</p>	Le. 50,000
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6. The Process of Registering & Licensing Teachers

How to become a Professional Teacher

The TSC ACT 2011 Section 9 (1) and (2a-c) mandates the Sierra Leone Teaching Service Commission to register and license all teachers and maintain and upgrade a register of licensed teachers and publish the register in the *gazette*. In compliance with the ACT, no person shall be qualified to practice as a teacher in Sierra Leone without a registration certificate and license issued by the Teaching Service Commission. Also, every registered and licensed teacher shall be required to renew his/her practicing license every three years. The process of teacher registration entails the entry of the name of a qualified and trained teacher on the register of teachers in exercise of powers conferred on the TSC by law. It signifies that the teacher has the qualifications and has met other conditions to practice teaching in a professional capacity in Sierra Leone. Teacher licensing involves issuing a legal permit that entitles a registered teacher to practice as a professional teacher and enjoy such privileges/benefits associated with the role and status of a professional teacher.

6.1 Secure Modes of Registration & Licensing:

For ease of access, the application forms for teacher registration and licensing will be made available cross the decentralised education system. These forms will be available at the Headquarter of TSC in Freetown and at each of the district offices of the TSC; just as the certificates and licenses of those who register at the districts will also be available for collection at these district offices. An applicant for licensing can make payment for the license in various ways such as into a bank account, by mobile money transfer, etc.; so long as there is evidence that the payment has been credited to the TSC account. Software within the TSC computer system shall connect the Accounts Department with the Registration Department to ensure that only those applicants whose payments are confirmed by the TSC account officer can be processed for licensing.

The registration and licensing of teachers may be done electronically (on-line) or manually (off-line), but in all cases the registration and licensing data of each teacher will be securely captured in the TSC central computer system. Such data shall also be safeguarded both on the main server within the TSC computer system, as well as on a designated back-up computer server that is located outside of the TSC offices. Through this approach, the TSC shall maintain a robust and secure database of all registered and licensed teachers.

6.2 Steps in the Process of Registration & Licensing:

The process of registration and licensing requires that every applicant (teacher) shall:

- Ensure that he/she has fulfilled the basic academic and professional requirements for registration and licensing.
- Pay the stipulated Licensing Fee (at a designated commercial bank) and obtain evidence of this payment that would need to be presented to TSC as part of the application.
- Obtain and complete the application form with all required details such as: Name, Date of Birth, Current Institute/School, District Council, Colleges Attended and Certificates Obtained (with dates), etc. (**see sample forms in Section 9**).
- Arrange all required documents for submission with the application form. These documents include academic certificates from all appropriate institutions, as well as birth certificates, current identity cards, and passport photos, etc.
- Return/submit the completed application form (with all required credentials/documents and 2 passport photos), to the office where the form was obtained.

Once the applicant (teacher) has submitted his/her application form and all required documents, the next steps in the registration and licensing process involve the TSC office. In this respect, the TSC officer in charge shall:

- Confirm that the applicant has made the required payment for licensing.
- Scrutinise the applicant's credentials and authenticate the certificates submitted to ensure the applicant meets the basic requirements for registration and licensing.
- Start processing the application form by documenting the information/details of the applicant into the official spreadsheet.
- Enter the applicant's raw data into the computerised database of teachers which is programmed to generate specific codes in line with details such as Name of Teacher, District, Assigned School, Highest Qualification, etc.

The code which is automatically generated by the TSC computer system represents a unique identity of the teacher which is reflected in the registration number for the registration and licensing certificates, so that no two teachers will have the same code or registration number. The code uses details such as Name of District or place of work, level at which the applicant teaches, and the number of registered persons. For example, the Certificate for a teacher who teaches in primary school registered in BO and is the fifth person to register in BO may have a code BO/P/00005. In addition, the code may include the category of teacher as a determinant of the fees to be paid for licensing by the applicant. Based on this classification in the code, the respective amount due to be paid by an applicant is reflected in the financial portal of the database. TSC shall design its system such that licensing certificates can only be produced for applicants whose payments are verified/confirmed as correct in the system. This will enable the TSC to address various anomalies such as shortage of payment, underpayment, wrong categorisation, or lack of information.

6.3 Duration of the Registration & Licensing Process:

The TSC shall ensure that it would normally take between 2 to 14 days to complete the processing and printing of teacher registration certificate or license, depending on the number of applications received at a time. On this basis, a teacher who has completed and submitted the appropriate form with all the conditions required shall normally be issued his/her certificate or license within 14 days.

6.4 Validity of the Registration and Licensing Certificates:

Teacher registration is a one-off process that involves entering the name and details of a qualified and trained teacher in the TSC register of professional teachers. The registration certificate issued indicates the teacher's name, registration number, district where he/she registered, and the year of registration. The certificate also provides assurances to employers, parents and learners that the teacher meets the national standards for professional teaching in Sierra Leone. Teacher licensing is a process through which a teacher who has been registered as qualified and trained is issued with a license to practice his/her profession and be entitled to the benefits and privileges thereof. Licensing is not a one-off process and teachers are required to renew their license every three years. TSC shall put in place a system of alerts/reminder on the expiration of license and call for subsequent renewal: Teachers will be notified and sensitised to note the date of the last issue of the license with adequate time to prepare for the renewal of their practicing license. The TSC database of teachers shall be designed to identify those whose licenses are due for renewal to alert them.

7. Registration & Licensing for Standards

Ensuring Trust & Confidence in Professional Teachers

In exercising its mandate to register and license teachers, the TSC shall establish and maintain standards that regulate who can teach in the education institutions in Sierra Leone. TSC has the authority not only to register and license an applicant, but also to deny registration and licensing, as well as to de-register teachers or withdraw teaching licenses that have already been issued. The following are some of the conditions under which the TSC can exercise such powers that regulate the profession and maintain standards:

Denial Of Registration / Licensing	De-Registration Or Withdrawal Of Teaching License
<p>An applicant may be denied registration if he/she:</p> <ul style="list-style-type: none"> • Lacks the requisite academic and professional qualifications • Is proved to lack good moral character or conduct • Convicted of an offence involving fraud or dishonesty • Has been convicted of any sexual offence or any form of abuse against the learner • Has been convicted of any criminal offence which renders him/her unfit to practice as a teacher • Involved in activities considered capable of bridging the peace, good order or good governance in Sierra Leone • If confirmed /certified to be mentally unfit / unsound mind or physically unfit with such infirmity that he/she is incapacitated to function effectively as a teacher. 	<p>A teacher can be de-registered or have the teaching license withdrawn if he/she:</p> <ul style="list-style-type: none"> • Obtained the registration certificate or license by fraud • Has been convicted of any form of professional misconduct as stipulated in the Teachers Code of Conduct or Ethics. • Has been convicted of a criminal offence which renders him unfit to retain the name “Teacher” or practice as such. • Suffers from any physical or mental illness or infirmity which rendered him/her incapacitated to function efficiently in his/her duty as a teacher • Dies <p>A teacher who is de-registered or have his/her license withdrawn will have the name published for public noting. But a teacher cannot be de-registered or have the license withdrawn unless he/she has been investigated and confirmed guilty by a Teacher Investigating Panel and Teacher Disciplinary Committee or Tribunal. (as may be stipulated in the Teachers Code of Conduct).</p>

<p>Reinstatement Or Restoration Of A De-Registered Teacher</p>	<p>Replacement Of Lost Or Destroyed Certificate</p>
<p>A teacher who is deregistered may be restored back to the profession if the Commission is satisfied that he/she has subsequently become fit and with good conduct to continue the practice of teaching and has completed serving the penalty as prescribed by the TSC. The teacher concerned will apply to TSC requesting for re-registration.</p>	<p>A teacher whose certificate is lost or destroyed may be issued a duplicate certificate if the commission is convinced with the evidence provided. The teacher will submit to the Commission, an application with a sworn affidavit with the necessary information about the teacher eg. Name, certificate number, place and year of registration etc.</p>
<p>Failure To Be Registered And To Obtain A Practicing License</p>	
<p>Any person who fails to register and obtain a license cannot be called a teacher and as such will have no authority to practice as a teacher or be in the classroom for any reason. A person who assumes the identity or position of a teacher or earning the reward of a teacher without being registered and licensed will be guilty of an offence and liable to a punishment as may be decided by the Commission in line with prevailing legislation.</p>	

To ensure that standards are maintained in a transparent and equitable manner the following measures shall be taken:

Professional Register of Teachers TSC shall maintain a list of all teachers who meet the relevant statutory regulatory body requirements for registration and are registered and licensed. The list will contain all the information pertaining to the teacher. The process involves 3-yearly registration, agreeing to comply with rules and regulations, continuous compliance with the ethics standards and meeting continuing education through continuous professional development (CPD) provisions as a requirement.

Maintaining a Register of Professional Teachers: TSC shall maintain a database of registered and licensed teachers in Sierra Leone. This shall contain the name of every registered teacher with his/her records. TSC may keep a general database of registered and licensed teachers in Sierra Leone as well as a database for each district. It will contain

information about the teachers according to qualifications, category, areas of specialisation, etc. Specifically, the database shall contain the following information:

Full name; residential, postal and email address; National Identification Number (NASSIT, Passport, etc.); Date and place of birth; Nationality; Gender; Academic and professional qualification; Institutions attended and year of qualification; Area of specialisation/ teaching subject, TSC Teacher Pin Code; and Current professional status. Names & date of birth (DOB) of their offspring.

The database shall be made available and accessible on hard and soft copy on – line. It will be updated at an interval of five years or more frequently as the Commission may deem necessary.

8. Tools for Registration & Licensing

Technology and Processes for a Modern Profession

For effective registration and licensing of teachers, the major materials and tools needed are: registration forms, spreadsheet booklet, customised certificate papers, plastic cards for license, printers, license machines, computers, scanners, teachers' database application software, etc.

Registration and Licensing Forms:

These forms are designed to capture teachers' data / information from them directly for onward processing for their registration and licensing. The forms will request for information that may cover fields like Names, qualification, institutions attended with dates, year of graduation, teaching experiences, current place of teaching' etc.

The Documentation booklet or the spreadsheet:

This is the official spreadsheet form of printed document or ledger with spaces for the different fields of information that is requested for in the application form; this will be used by the documentation officer to input data fetched from the completed application forms of teachers seeking for registration and licensing. This can also be done in another form as may be desirable by the Commission.

Certificates:

This is a unique, customised and security documents made in such a way that it cannot be easily faked. Usually the securities printing or minting company or others that handle security documents may be contracted to produce certificates with unique security inscription. To ensure confidentiality and security of the certificate or license, is to be handled by the Director of Registration and Licensing with utmost care to avoid unnecessary or unwarranted usage or misuse. The License is a plastic ID card uniquely and biometrically designed to avoid fake or forgery.

Consumables:

Data cards, ink, etc.

Database Application software and database installation server:

TSC shall commission and use tailor-made database application software (not off shelf) with High level language – PHP and Open Source. The database engine may be MY SQL. It will be designed in such a way that the Web application can run on any browser and is server client application. It will function to give access to connection to many computers at the same time. In addition, it should be able to generate database tables, as well as generate queries, and report generated queries. Other requirements include:

- Reports can be exported to Excel work environment.
- Should make provision for programmed (solution) optimisation.
- Should be able to accept data from/file from excel and ensures or feeds records for the production of Certificates and licenses.

(Note: TSC may use such application that is convenient and affordable) .

Procurement of proprietary (exclusive) machines:

- Certificate and License Printing Machines; (b) The Scanner; (c) Licensing printing machines, example; Dualys 3; primacy 5; Quantum, etc.; (d) Certificate printer, example; Lesser Jet 400 HP; (e) Computers, etc.; (f) Data cards .

Security measures; (servers,)

To make progressive backup of data in case of unforeseen mishaps. One can be secured/or kept outside the premises.

The accessed records are further processed by sending them to appropriate printing machine, e.g. the printing machines are configured to meet approved design and size of certificate or license. The machine is configured according to specific needs. For instance, Corel draw is used for printing license while Microsoft Excel or any other preferred programme can be used for the printing of the certificate.

9. Examples of Registration & Licensing Instruments

Familiarity with Professional Tools & Processes



Sierra Leone Teaching Service Commission (TSC)
7 Priscilla Street, Freetown
"Better Teachers, Stronger Nation"



TEACHERS REGISTRATION AND LICENSING FORM

1. FIRST NAME

SURNAME

MIDDLE NAME(S)

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2. PREVIOUS NAMES (IF NAME HAD CHANGED WITH DATE)

--

3. DATE OF BIRTH

4. PLACE OF BIRTH

Day	Month	Year	
------------	--------------	-------------	--

5. DISTRICT

6. DISTRICT COUNCIL

--	--

7. SEX

8. NATIONAL ID/NASSIT ID NO

9. NATIONALITY

10. MARITAL STATUS

--	--	--	--

11. CURRENT OFFICE ADDRESS

12. PERMANENT ADDRESS

13. TELEPHONE NO

14. EMAIL

--	--

--	--

15. EDUCATIONAL INSTITUTIONS ATTENDED **16. DATES**

17. LANGUAGES SPOKEN **WRITTEN** **SPOKEN AND WRITTEN**

18. PRESENT EMPLOYMENT **IMMEDIATE EMPLOYMENT**

NAME OF EMPLOYER	
ADDRESS	
DISTRICT COUNCIL	
CATEGORY/LEVEL	
SALARY GRADE LEVEL	
DATE OF EMPLOYMENT	
NATURE OF DUTIES	

19. WORKING/TEACHING EXPERIENCE

INSTITUTIONS	NO OF YEARS	DATES	SUBJECTS TAUGHT	ADMINISTRATIVE/OTHER RESPONSIBILITIES
PRIMARY				

SECONDARY				
TERTIARY				
MINISTRY/OTHERS				

20. ANY OTHER INFORMATION

HOBBIES:
PHYSICAL DISABILITY:

21. ATTESTATION OF APPLICANT

I attest that:
Is a teacher/staff in my institution
NAME CATEGORY/LEVEL
SIGNATURE DATE

NB: Attestation must be by head of department or by a public officer not less than salary distinguished teacher for self – employed applicants.

FOR OFFICIAL USE ONLY

REGISTRATION No. (Pin Code). CATEGORY
DATE OF REGISTRATION PROBATION/INTERNSHIP
PERMANENT CONTRACT
SUSPENDED/DISMISSED
PENDING REABSORBED

OTHER ACTIONS (SPECIFY)

EXPLANATORY NOTES (on the form)

CATEGORY OF TEACHERS

A= Distinguished Teachers: – Ph.D. In Education or Ph.D. in other fields plus Education

B= Highly Accomplished Teachers: – Master’s Degree In Education or Master’s degree in other fields plus Education.

C=Proficient Teachers:-B.Ed. or Bachelor’s degree plus Education (PGDE or its equivalent)

D= New Teachers: – Higher Teacher Certificate, Teachers’ Certificate

DOCUMENTS TO BE ATTACHED TO COMPLETED FORM

- Three passport size photographs.
- Photocopy of certificates quoted in form.
- Photocopy of birth certificate or statutory declaration of age.
- Original bank teller used to purchase the form.
- Photocopy of ED form
- or
- An upload of all the above when done online

OTHER INFORMATION

- Completed form should be returned to the center of purchase or any Teaching Service Commission (TSC) in Sierra Leone.
- All inquiries should be sent to the chair of the Teaching Service Commission in Sierra Leone.

10. Teacher Management Guidelines

Brief Overview of Teacher Management Issues

Teacher management is a central part of the mandate of the TSC and it concerns the overall rules and regulations that govern the process of becoming a teacher, enhancing professional competencies, and progressing in teaching as a lifelong career. The TSC has therefore outlined a comprehensive policy and broad framework to deal with the following issues that concern teacher management:

- **Initial Recruitment & Re-Employment** – this relates to the employment of new teachers into the teaching service.
- **Deployment (Assignment & Transfer)** – This concerns the process of allocating/assigning teachers to duty stations.
- **Leave (Sick, Holiday, Annual, Study, Urgent Personal)** – These relate to some of the Basic Conditions of Service.
- **Teacher Assessment (Promotion & Development)** – Promotion involves the upward revision of a teacher's grade of employment, which is accompanied by higher remuneration.
- **Separation (Retirement, Resignation, Termination)** – This concerns the various mechanisms through which a teacher can exit the teaching service.

These and other aspects of teacher management are outlined in detail in this policy document.

11. Teacher Recruitment

Getting to be Part of the Professional Teaching Force in Sierra Leone

11.1 Broad Guidelines on Teacher Recruitment Actions

- 11.1.1 The TSC shall advertise available vacancies, which have been approved across a range of media, including on the TSC website.
- 11.1.2 Each vacancy should have a reference number, which should form part of all communications relating to that vacancy.
- 11.1.3 The TSC District Office (TSC-DO) is to receive all applications and shortlist of candidates before forwarding to the School Board or School Management Committee for the interview process.
- 11.1.4 The interview process carried out by School Boards should follow the TSC recruitment guidelines set out in Chart 3.1. and should also be in line with the TSC assessment criteria set out in Chart 3.2. in this policy document.
- 11.1.5 A teacher recruited by the TSC shall be appointed to a grade consistent with the qualifications and experience of the teacher.
- 11.1.6 The TSC will normally conduct an annual recruitment exercise in a timely manner to prepare for the upcoming academic year.
- 11.1.7 The TSC will send notices to schools and school heads in good time, to prepare for the annual teacher recruitment exercise.
- 11.1.8 At any time during the school year, the TSC may undertake supplementary recruitment exercises if necessary, to facilitate the replacement of teachers in the system.
- 11.1.9 The TSC shall recruit registered teachers through processes (as in Chart 2.3. below) that may be amended from time to time; so, all prospective teachers must ensure that they are registered in order to be eligible for recruitment.

Chart 3.1 Overview of Broad TSC Guidelines for Teacher Recruitment

1. General Information:

- (a) School Boards are required to conduct job interviews and a selection exercise for advertised vacancy/vacancies in their institution. The names of all interviewed candidates (ranked in order of performance during the selection process) for each vacancy will then be presented to the TSC-DO.
- (b) The selection panel will be expected to exercise the highest degree of transparency and accountability in the interview and selection processes.
- (c) All applicants must be registered and licensed with the TSC. Those without registration certificate must produce a print-out of the application Form.

Preference shall be given to applicants who have not been previously employed by the Teaching Service Commission.

- (d) Applicants will be required to submit their application to the Chairperson of the School Board with a copy to the District Office (TSC-DO).
- (e) The date of interview should be displayed on school notice board and at the District Office, seven (7) days before the actual interview date.
- (f) If for any justifiable reason, the date of the interview is changed, each applicant should be notified of the new date at least two (2) days before.
- (g) All applicants should be given equal opportunity. However, in case of a tie, applicants with disabilities may be considered on affirmative action, so long as they meet the stipulated recruitment criteria.
- (h) Once the exercise is completed, the results must be communicated to the applicants on earliest date possible. The selected candidate(s) from the merit list should be issued with the TSC employment Form.
- (i) The completed Forms should be submitted to the TSC District Office, who will in turn submit the recruitment documents to TSC-HQ within 7 days.

<p>2. Selection Process & Criteria:</p> <ul style="list-style-type: none"> The Chair of the School Board should compile a list of all applicants. (b) Applicants shall present themselves in person to the interview /selection panel. (c) The panel should comprise of 3 School Board members (including Chair); a representative from the Local Council; and 3 parents not on the Board. (d) Panel should vet each applicant to find out if he/she is a qualified teacher; meets requirement of TSC advert; is a Sierra Leonean (or TSC has granted special dispensation prior to interview); is a trained teacher with at least 2 teaching subjects; is below 55 years of age; has required original academic/ professional certificates/transcripts. (e) Panel uses selection score guide to score each of the candidates. (f) The successful candidate is required to fill an Employment Form. 	<p>3. Qualifications & Equivalencies:</p> <p>Bachelor of Education Degree in 2 teaching subjects; or BSc/ BA Degrees + Post-Graduate Diploma in Education with 2 teaching subjects.</p> <p>Higher Teachers' Certificate, HTC (Primary/ Secondary) with mean grade of C+ at WASSCE or equivalent, and at least C+ (or Credit Pass) in the 2 teaching subjects. An HTC Primary holder can only teach in a primary school; an HTC Secondary Holder can only teach in a secondary school.</p> <p>Teachers' Certificate, TC from a recognised training institution, with a mean grade of C+ at WASSCE, and at least C+ (or Credit Pass) in 2 teaching subjects. A TC holder can only teach in a primary school, from Classes 1-3.</p>	<p>4. Other Selection Conditions:</p> <p>A graduate teacher can teach across primary and secondary schools. Only a graduate can hold a Head of Department position. A School Head must hold a relevant Degree and have management experience. In general, teachers must have an academic background in subjects they teach. Applicants who were previously employed, but were terminated due to deficiency in academic qualifications, but who have since remedied the deficiency are eligible to apply.</p> <p>5. Documents to be Submitted to the TSC:</p> <p>Filled application Forms for employment, with certified copies of all academic and professional certificates, and all required official transcripts and 2 passport photos of successful candidates. List of all candidates in order of merit. Duly signed minutes of the School Board. Letter of commitment signed by the candidate binding him or her to teach in the designated location.</p>
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- 6. Procedure for Complaints/Redress:** Any candidate who is dissatisfied with the interview and selection exercise should complain immediately to the TSC-DO in writing and send a copy to the TSC-HQ not later than 7 days after the interview/selection exercise.
- 7. Other Important Points to Note:** The employment Forms must not be defaced or photocopied for use. All clarifications should be sought from TSC-DO

Chart 3.2 TSC Recommended Form for Assessing Candidates in the Interview/Selection Process

The TSC recommends that this Form should be used to guide assessment of candidates during the interview/selection process for vacancies					
SCORES TO BE AWARDED	2	4	6	8	10
Qualifications of the candidate	No recognised qualifications	Teacher Certificate (TC) or Equivalent	HTC (Higher Teachers' Certificate)/ equivalent	Gen. Degree or Equivalent	Honours Degree or Equivalent
Evidence of registration with the TSC					Evidence exists
Subject relevance of the candidate's qualifications	Not relevant	Mildly relevant	Relevant	Quite Relevant	Strongly relevant
Other accreditation (e.g. Mission)	No	Yes			
Evidence of ability to work as part of a team	None	Limited	Moderate	Strong	Very Strong
Evidence of good interpersonal skills with the community (children and adults)	None	Limited	Moderate	Strong	Very Strong

Evidence of ability and demonstrated capacity to participate in a range of school activities. E.g. sports, camps, debates, excursions, etc.	None	Limited	Moderate	Strong	Very Strong
Evidence of well-developed oral and written skills	None	Limited	Moderate	Strong	Very Strong
Evidence of leadership qualities	None	Limited	Moderate	Strong	Very Strong
Evidence of self-motivation	None	Limited	Moderate	Strong	Very Strong
Evidence of experience and proven record in effective learning and teaching skills, including management of composite classes / mixed ability classes	None	Limited	Moderate	Strong	Very Strong
Evidence of ability and willingness to accept and use policy directives	None	Limited	Moderate	Strong	Very Strong
Evidence of knowledge of current curriculum/syllabus documents	None	Limited	Moderate	Strong	Very Strong
Evidence of maturity	None	Limited	Moderate	Strong	Very Strong
Evidence of attendance at professional development and capacity building programmes	None	Limited	Moderate	Strong	Very Strong
TOTAL SCORES					

Chart 3.3 Summary of Steps & Responsible Agencies in the Process from Recruitment to Confirmation of a Teacher

1	Informs the Commission, through the District Office, of vacancies.		#		
2	Checks vacancy request against school establishment and current national teacher/pupil ratio targets. If ok, records the vacancy in its systems and allocates a reference number.			#	#
3	Advertises the Vacancy through agreed media and on the TSC website			#	#
4	Provides application (ED) forms by email or through the website			#	#
5	Submits application (by e-mail) in response to an advertised vacancy	#			
6	Receives applications at email addresses by the deadline. Logs this to the TSC system. Captures application in TSC record system.			#	#
7	Shortlist candidates and enter in relevant TSC Records			#	
8	Submit shortlisted candidates to the School Board (and Mission/Proprietor) for interview			#	
9	Conduct interviews in accordance with procedures and practices established by the TSC		#		

10	The School Board (including Mission, where applicable) submits interview results to the relevant TSC-DO, with electronic transmission of results to the TSC-HQ.		#		
11	TSC-HQ receives interview results from TSC-DO, approves and logs results against each applicant				#
12	On approval, authorise the TSC-DO to issue: Offer Letter, Posting Letter, and Acceptance Form using approved formats developed by the TSC.			#	#
13	Complete and return the Acceptance Form as per the instructions in the Form	#			
14	On the teacher commencing work, the School Head completes an Entry Form on behalf of the teacher and submits a copy to the TSC-DO.		#		
15	The TSC-DO forwards the Entry Form to TSC-HQ so that the teacher can be added to the payroll			#	
16	After 3 months, teacher submits confirmation request through the School Head (including School Head recommendation) and through the Mission if applicable, to the TSC District Office.	#			
17	School Head sends endorsed confirmation request to relevant TSC-DO and TSC-HQ.		#		
18	If request for confirmation is approved, Letter of Confirmation is issued to the teacher			#	#
19	If not approved, a letter extending probation period, or a termination letter is issued; as decided.			#	#

20	After a total of 6 months of probation, teacher submits another application for confirmation, with a recommendation from the School Head	#	#		
21	If the application is approved, a Letter of Confirmation is issued to the teacher and entered in the teacher records system.			#	#
22	If application is not approved, a Termination Letter is issued and entered in the teacher records.			#	#

11.2 Basic Guidelines for Employment of a Teacher:

- 11.2.1 An application for employment as a teacher shall be made to the TSC in response to an advertised vacancy using the Application Form that is prescribed by the TSC.
- 11.2.2 The TSC shall offer employment to successful applicants either on permanent terms or on contract terms.
- 11.2.3 For employment on permanent terms the TSC shall issue a full Offer of Employment Letter, indicating the comprehensive terms of the engagement including status of employment, probationary terms, pension rights, salary scale, etc.
- 11.2.4 For employment on contract terms the TSC shall issue a full Offer of Employment Letter, indicating the comprehensive terms of the engagement, including status of employment, pension rights, salary scale, etc.
- 11.2.5 The TSC shall issue a Posting Letter to all teachers appointed, whether on permanent terms or on contract terms.
- 11.2.6 The TSC shall also issue an Acceptance Form to be completed and signed by all appointed teachers.
- 11.2.7 As a matter of professional courtesy, the TSC shall issue a letter of regret and encouragement to unsuccessful applicants.

11.3 Employment of a Teacher on Permanent Terms:

11.3.1 The TSC may employ a teacher on Permanent Terms if the teacher is:

- (a) A Sierra Leonean citizen
- (b) Registered and licensed as a trained teacher in accordance with the TSC Act, and
- (c) Below the age of fifty-five (55) years at the time of appointment

11.3.2 A teacher appointed on permanent terms by the Commission shall be registered for the NASSIT pension scheme.

11.3.3 A teacher recruited and employed by the Commission shall be appointed to a grade that is consistent with the qualifications held by the teacher.

11.4 Employment of a Teacher on Contract Terms

11.4.1 The Commission may employ a teacher on contract terms for a specified period if the teacher is:

- (a) A retired teacher who is eligible for re-employment by the Commission; or
- (b) A person eligible for appointment as determined by the Commission.

11.4.2 The Commission may, on application by a teacher employed on contract terms, extend or renew the contract of employment. But employment on an initial contract does not imply an automatic right of renewal by the Commission.

11.4.3 Employment on contract terms does not automatically confer the right to be considered for, or to be offered permanent teacher employment.

11.5 Accepting an Offer:

11.5.1 Upon accepting an offer, a teacher shall:

- (a) Complete and submit an Acceptance Form with all required details including next-of-kin and bank account details.
- (b) Report for duty in compliance with the requirements of the Posting Letter.

11.6 The Effective Date of Appointment:

- 11.6.1 An appointment made by the Commission shall be effective from the date the teacher reports for duty, as shall be confirmed through an Entry Form issued by the School Head.
- 11.6.2 The date of entry as reported on the Entry Form cannot be earlier than the date specified in the Letter of Offer of Employment or the Posting Letter.

11.7 Failure to Accept an Appointment:

- 11.7.1 An offer of employment as indicated in the Letter of Offer of Employment shall lapse if not taken up within thirty (30) days of the date of the offer letter.
- 11.7.2 An offer of employment having lapsed, the Commission may issue another if it deems that the reasons for the failure to take up the offer are satisfactory, without the need to undertake a new recruitment exercise.
- 11.7.3 A lapsed offer letter can be re-issued only once.
- 11.7.4 A teacher still wishing to join the service, after two lapsed letters, will need to re-apply when an opportunity presents itself.

11.8 Period of Probation:

- 11.8.1 A teacher appointed by the Commission to serve on permanent terms shall be placed on probation for an initial period of 3 months, but this may be extended for a further 3 months based on the report of the School Head.
- 11.8.2 A period of probation shall not exceed 6 months in total.
- 11.8.3 A teacher shall upon expiry of the initial or total probation period apply to the Commission for confirmation, using the Form that is prescribed by the TSC for this purpose.
- 11.8.4 Upon receipt of an application for confirmation, and based on the recommendations of the School Head, the TSC may:
 - (a) Confirm the appointment and issue the teacher with a Letter of Confirmation.

- (b) Terminate the appointment, giving 30-days' notice in writing to the teacher, or paying 30 days' salary in lieu of notice.
- (c) Extend the probation period of the teacher beyond the initial 3 months.
- (d) Where the teacher has completed a total 6-month probation period, the Commission must either confirm or terminate the appointment of the teacher.

11.8.5 A teacher who transfers from the Public Service to the Teaching Service while on permanent appointment shall not be subject to the probation period provided for in this regulation.

12. Teacher Induction & Mentoring

Securing your Position as a Teacher (Settling Down)

12.1 Teacher Induction:

12.1.1 **Introduction:** The induction programme for teachers in Sierra Leone is in two parts. The first part will be done in partnership with the Sierra Leone Teachers' Union (SLTU) upon graduation of students from the teacher training colleges. The second induction will occur after the appointment of teachers in the public sector and will normally take place within the first 3 months of their employment. Such a teacher induction programme (TIP) will be designed in collaboration with the teacher colleges and could be along the following lines:

Example of Teacher Induction Programme (TIP) supervised by Teacher Colleges and the TSC-HQ – www.tsc.sl ; teachers@tsc.sl

A typical 2-day course like this will be managed by TSC-DOs annually for all new teachers and will also be available once in 5 years for serving teachers

EXAMPLE OF PROGRAMME CONTENT FOR A TYPICAL TEACHER INDUCTION PROGRAMME (TIP)				
Part A Teacher-Related Policies	Part B TSC-Teacher Relations	Part C Teaching Effectiveness	Part D Open Forum	Part E On-Line Resources for Teachers
<p>Meet and Greet Presentation on the content of all current teacher-related policy documents, including Teacher Registration and Licensing; Teacher-Employer Relations; Development and Performance; and Teacher Management.</p>	<p>The current state of implementation of the TSC policies especially in relation to the technology systems.</p> <p>Mentoring programme in the education system.</p>	<p>Teaching Standards and Effectiveness.</p> <p>Teaching Pedagogy</p> <p>Improving the Learner Experience</p>	<p>A Forum planned for open discussion of key issues and major topics between participants</p>	<p>The TSC website may include a portal for all teachers, with quality learning resources on such topics as:</p> <ul style="list-style-type: none"> How to teach (pedagogical styles) How to teach Mathematics How to teach Reading How to teach Writing How to teach Science How to assess learners' understanding How to interpret the curriculum

12.1.2 Rationale for Teacher Induction Programmes: TIPs help teachers to understand the ethos of teaching as a lifelong profession. Induction can also help teachers to share a commitment to the aims and objectives of the teaching profession in Sierra Leone.

13. Teacher Assignment & Deployment

Decisions on Place/Level of Work for a Teacher (Posting)

13.1 Teacher Deployment Roles:

- 13.1.1 The Commission may for purposes of administration of a school, deploy a teacher as any of the following:
- (a) School Head; (b) Deputy School Head; (c) Registrar; (d) Head of Curriculum; (e) Head of Student Welfare; (f) Head of Monitoring and Evaluation; (g) Head of Department; (h) Senior Teacher; (i) Head of Subject; (j) Any post established by TSC from time to time.

13.2 Deployment Basis:

- 13.2.1 Deployment of teachers as school administrators shall be done broadly in conformity with the requirements for advancing or promoting a teacher to the post concerned.
- 13.2.2 The Commission may re-deploy a teacher who has been deployed to any administrative position within a school, to perform normal teaching duties instead. This may be done where the teacher:
- (a) Breaches the teacher's Code of Ethics; (b) is unable to perform the functions of the office held; (c) is demonstrably incompetent or neglects duties; (d) continuously posts declining examination results; (e) has poor management skills; (f) fails to maintain records in good order; (g) is the subject of investigations for an offence under these Regulations; (h) has failed to ensure that teaching is in line with the approved curriculum; (i) performs any other act that in the opinion of the Commission justifies re-deployment.
- 13.2.3 The Commission must allow the teacher to make representation on his or her behalf before re-deploying a teacher from an administrative position, but the final decision remains that of the Commission.
- 13.2.4 A teacher who is deployed by the Commission and fails to take up the deployment shall be deemed to have forfeited the opportunity and may be terminated in that event.
- 13.2.5 A teacher deployed by the Commission to an administrative position, who applies to transfer to a duty station where an equivalent vacancy does not exist, shall relinquish the administrative position upon being transferred.

13.3 Leaving a Post:

13.3.1 A School Head upon leaving a school (regardless of the basis of leaving the school) shall:

- (a) Hand-over the school to the incoming School Head under the supervision of the Commission's District Head, who may be accompanied by the Chairperson of the School Board or a representative.
- (b) Prepare hand-over notes covering student numbers, teaching staff, class allocations, financial management, and assets (including buildings).

13.3.2 All teachers must also prepare hand-over notes in relation to their roles (teaching and administrative), the status of the events, upcoming events as well as outstanding issues. The notes will also include contact details for parties relevant to the execution of the teacher's duties.

14. Teacher Transfer

Decisions on Changing Place of Work

14.1 Transfer of Teachers:

The Commission may transfer a teacher from one school to another, taking account of the broader needs of the entire teaching service. The Commission retains the absolute right to transfer a teacher, subject to other clauses contained herein, regardless of whether the teacher has requested the transfer or not. Where a teacher has requested a transfer, it is considered good practice for that teacher to have discussed the transfer with the Head of Department and School Head, as appropriate, prior to submission of the transfer request to the TSC-DO or TSC-HQ.

14.2 Application for Transfer:

14.2.1 A teacher who has served in one institution/location for a period of more than three (3) years may apply to the Commission to transfer from that school to another, with the presumption being in favour of allowing the transfer unless there are specific reasons to decline the request.

14.2.2 The Commission may at its sole discretion, initiate or consider an application for transfer where a teacher has served in an institution/location for a period of less than three (3) years where the application for transfer is based on:

- (a) Medical grounds, as certified by a registered medical practitioner; or
- (b) Severe family-related problems, which may be exacerbated by the failure to transfer the teacher;
- (c) Urgent needs of the broader teaching service;
- (d) Other circumstances as shall be determined by the Commission from time to time.

14.2.3 An application for transfer shall be made in the manner set out in the example below:

Application for Transfer – Teaching Service Commission – [www.tsc.g](http://www.tsc.gov.sl) HYPERLINK “[http://www.tsc.gov.sl/](http://www.tsc.gov.sl)”ov. HYPERLINK “<http://www.tsc.gov.sl/>”sl ; teachers@tsc.g HYPERLINK “<mailto:teachers@tsc.gov.sl>”ov. HYPERLINK “<mailto:teachers@tsc.gov.sl>”sl Headquarters: 7 Priscilla Street, Freetown

Part A – Completion Notes:

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

<p>Part B – The Application</p> <p>Surname Mr./Mrs./Ms.</p> <p>.....</p> <p>Maiden Name</p> <p>First Name or Other Names:.....</p> <p>Teaching Subjects:.....</p> <p>.....</p> <p>Current Location (School & School Reference No):</p> <p>.....</p> <p>District:.....</p>	<p>Length of Stay in District: (Town, Chiefdom, District, and Region)</p> <p>Present Job Role (Administrative): School, School Reference Number to which Transfer is Requested: Proposed Date of Transfer:</p> <p>.....</p> <p>Reason(s) for Transfer:.....</p> <p>.....</p> <p>.....</p>
<p>Signature of Teacher:</p>	<p>Date:</p>
<p>When the transfer is initiated by the TSC, an official of the Commission should sign here:.....</p> <p>.....</p> <p>Signature of TSC Official (Head of Department) and Date:</p>	
<p>Approval by School:.....</p> <p>Signature of School Head and Date:.....</p> <p>.....</p> <p>School Head's Recommendation:</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Approval by District Head (Transfer Out) from which teacher is being transferred:</p> <p>Signature of District Head and Date:</p> <p>.....</p> <p>District Head's Recommendation:</p> <p>.....</p> <p>.....</p>

Approval by District Head (Transfer In) to which teacher is being transferred (if a different district from the one in which teacher is currently stationed)	On the signature of the District Head(s) the approved Form should be forwarded to the TSC Headquarters for updating its Records.
Signature of District Head and Date:	

14.3 Approval of Transfer:

14.3.1 Where an application is a request for transfer:

- (a) From one district to another, the approval shall be made by the Secretary of the Commission, in consultation with the relevant district offices (TSC-DO)
- (b) Within a district, the Head of the District Office (TSC-DO) shall consider and approve the transfer request in line with the transfer policy. The approved transfer Form should be sent to the District Office who will then inform TSC-HQ of the change, so that this can be entered in the records.

14.3.2 In processing an application for the transfer of a teacher, the Commission shall consider the availability of a vacancy and a suitable replacement.

14.3.3 A teacher whose transfer request is approved by the Commission shall not proceed on transfer without a Release Letter from the School Head and a Letter of Transfer from the Commission; both as per the examples shown below:

<p>Teaching Service Commission (TSC) – www.tsc.gov HYPERLINK “http://www.tsc.gov.sl/” ov. HYPERLINK “http://www.tsc.gov.sl/”sl ; teachers@tsc.gov HYPERLINK “mailto:teachers@tsc.gov.sl”ov. HYPERLINK “mailto:teachers@tsc.gov.sl”sl Headquarters: 7 Priscilla Street, Freetown</p>	
<p>RELEASE LETTER</p>	<p>LETTER OF TRANSFER</p>
<p>Date:</p> <p>Teacher Pin Code</p> <p>Address and Contact Details: </p> <p>Dear (Teacher)</p> <p>RE: Transfer Service</p> <p>Following your transfer of service to</p> <p>You are hereby released from the service of our school with effect from</p> <p>On behalf of the school, I wish to take this opportunity to thank you for your contribution to the school.</p> <p>School Head.....</p> <ul style="list-style-type: none"> • Copy to TSC District Director 	<p>Date:</p> <p>Teacher Pin Code</p> <p>Address & Contact Details </p> <p>Through’ School Head (Name and Reference No of School)</p> <p>Contact Details of School</p> <p>Dear (Teacher)</p> <p>Re: Transfer of Service..... </p> <p>Following your application for transfer of service to The Commission has agreed to your request and you will be transferred with effect from</p> <p>.....</p> <p>Transfer of service documents will be processed and submitted to your new employer in due course.</p> <p>On behalf of the Commission, I wish to take this opportunity to thank you for the services you rendered and wish you the best in your new role.</p> <p>.....</p> <p>For Secretary (Teaching Service Commission)</p>

- 14.3.4 A teacher who is to be transferred shall be given at least one (1) month notice of the transfer unless that teacher accepts to waive such a notice period. Exceptionally, the Commission may waive this notice period in the interest of the teaching force.
- 14.3.5 A teacher whose transfer request is approved by the Commission and who fails to proceed on transfer or leaves the school / location without a Release Letter by the School Head shall be subject to disciplinary action.
- 14.3.6 The School Head shall release a teacher whose transfer request is approved by the Commission within reasonable time but not later than thirty (30) days from the date of the transfer and shall issue an Exit Report in the manner of the example below:

TRANSFER OF A TEACHER – EXIT REPORT	
School (Name) School Address and Contact Details School Reference Number	
Addressed To: The Secretary; Teaching Service Commission; 7 Priscilla Street, Freetown.	<u>PART A – Notes:</u> <ul style="list-style-type: none"> This report shall be completed and submitted within 48 hours of a teacher leaving the employment of a school. On completion, this Form should be distributed as follows: ORIGINAL to TSC-HQ, copy to Head TSC-DO, copy in school <p>This Form can only be completed by the School Head or Deputy School Head.</p>

PART B – The Exit Report	
<ul style="list-style-type: none"> • Name of Teacher: • TSC / Pin Code..... • Teacher Status (Permanent or Contract) • Grade: • Subjects Taught: 	<ul style="list-style-type: none"> • Teaching Commencement Date: • Administrative Position Held: • Last Teaching Date: • Any Outstanding Issue with the teacher: Reason for Exit: E.g. Resignation, Termination, Absence, Desertion, Sickness, on Transfer (specify next institution), Leave (type – study, maternity, special, etc.)
<p>School Head / Deputy School Head</p> <p>Name:</p> <p>Signature:</p> <p>Telephone No:</p>	<p>Official Stamp:</p> <p>Email Address:</p>

14.3.7 Where the School Head considers that the transfer may have adverse immediate consequences for the school, he or she may make representation to the Commission. In these circumstances, the Commission may delay the transfer for 30 days whilst there are consultations with the School Head.

14.3.8 The Commission’s authority in relation to teacher transfer remains unfettered.

14.4 Summary of Roles and Process – Teacher Transfer:

		Applicant/Teacher	School	TSC-DO	TSC-HQ
1	Teacher or School/TSC initiates transfer process with copy of Form to current institution.	##	##	##	##
2	School submits Release Letter and Exit Report after consultation with teacher/Commission		##		
3	Commission consults the relevant district office(s)				##
4	Commission issues Letter of Transfer within the same district			##	
5	If transfer is between districts, Commission issues Letter of Transfer as well as Posting Letter				##
6	Teacher reports for duty as per Posting Letter	##			
7	School Head of new reporting station submits Entry Report to TSC-HQ with copy to TSC-DO		##		
8	Amend teacher records accordingly				##

15. Teacher Re-Employment

Getting Back into the Teaching Force

15.1 Teachers who may be Re-Employed:

- 15.1.1 A teacher who exits the service, through resignation, retirement, age limit, redundancy and transfer may be re-employed by the Commission subject to:
- (a) Existing terms and conditions of service; (b) Recruitment guidelines; and (c) Approval by the Commission.
- 15.1.2 A teacher re-employed under this section is required to comply with the current terms and conditions, as opposed to conditions which may have existed under the teacher's previous employment in the teaching service.

15.2 Permanent Re-Employment Terms:

- 15.2.1 Only teachers who previously exited the service through resignation, redundancy, and transfer may be re-employed on a permanent basis; provided they are within the age limit for permanent employment and can be re-employed subject to the terms of section 7.1. above.

15.3 Contract Re-Employment Terms:

- 15.3.1 A teacher who previously exited the service through resignation, redundancy, ill health, reaching the age limit, and transfer may be re-employed on a contract basis.
- 15.3.2 A teacher being re-employed on a contract basis should only be employed on a contract of no longer than 1 year at a time; although such contracts may be renewed.
- 15.3.3 A teacher who previously exited through ill health must provide medical evidence that the illness has been cured and that the teacher is fit and able to perform the duties of a teacher.

15.4 Employment Grade:

- 15.5.1 A teacher being re-employed will, ordinarily, be re-employed on a comparable grade to their exit grade subject to recruitment guidelines of the Commission.

16. Teacher Monitoring & Evaluation

Checking Up on How Well a Teacher is doing on the Job

It is within the Commission's mandate to monitor, evaluate, and support the performance of teachers within the school environment; and to ensure that standards of quality teaching and learning are being maintained in the education system. The Commission will execute this function in full collaboration with the Quality Assurance Division of the Ministry of Basic and Senior Secondary Education (MBSSE). Policies, strategies, and procedures for monitoring and evaluating teachers throughout their career life-cycle have been outlined in the Teacher Development & Performance Policy Guidelines that are part of this series of comprehensive teacher policies.

16.1 Defining Roles & Responsibilities:

- 16.1.2 The TSC will execute its monitoring, evaluation, and support role through its district offices (TSC-DOs) and in collaboration with the district offices of the Quality Assurance Division (MBSSE). These efforts will be coordinated through a teacher monitoring system that will be established to pull together the data required for general management of teacher quality performance.
- 16.1.3 Schools will be required to submit information as per the framework of requirements set out in the Teacher Development and Performance Policy Guidelines.

16.2 Teacher Monitoring:

- 16.2.1 The TSC will collaborate with the Quality Assurance Division (MBSSE) to establish a joint Teacher Monitoring Framework for recording, examining, and assessing the following:
- (a) Teacher Attendance; (b) Teaching Skills (Pedagogy); (c) Engagement in Extra-Curricular Activities; (d) Professional Standards including: schemes of work, lesson plans, records of work, and pupils exercise books.

16.3 Teacher Evaluation:

16.3.1 The TSC will work closely with the Quality Assurance Division (MBSSE) to establish a joint Teacher Evaluation Framework, which aims to assess teacher performance in such areas as the following:

- (a) Classroom Management; (b) Curriculum Knowledge & Delivery; (c) Teacher-Learner Relationship and Engagement (d) Capacity Building & Self-Development Efforts (including use of resources on TSC Portal); and (e) Administrative Roles & Functions.

17. Teacher Promotion

Advancing in the Teaching Profession (Career Progress)

17.1 Promotion of Teachers:

17.1.1 The Commission shall promote teachers in accordance with deployment criteria recommended by the TSC (Chart 8.1 below) which should be regarded as the minimum requirement to be considered for promotion.

Chart 8.1. – TSC RECOMMENDED GRADING SYSTEM AND DEPLOYMENT CRITERIA FOR TEACHER PROMOTION	
Grade and Title	Minimum Qualifications & Experience Requirement
Grade 1 – Teacher	Educated to WASSCE Level. No professional experience
Grade 2 – Teacher	Educated to TC Level. No professional experience
Grade 3 – Teacher	Educated to HTC (primary/Secondary) Level. No professional experience
Grade 4 – Teacher	Educated to Degree Level + up to 2 years professional experience. Or HTC + up to 3 years professional experience.
Grade 5 – Teacher	Educated to Degree Level + up to 4 years professional experience. Or HTC + up to 6 years professional experience.
Grade 6 – Subject Head	Educated to Degree Level + up to 8 years professional experience. Or HTC + up to 10 years professional experience

Grade 7 – Subject Head	Educated to Degree Level + up to 10 years professional experience with exemplary record in relevant areas
Grade 8 – Head of Curriculum; Head of Student Welfare; Head of Academic Department;	Educated to Degree Level + up to 12 years professional experience in relevant areas, with exemplary record.
Grade 9 – Registrar	Educated to Degree Level + up to 15 years professional experience in relevant areas, with exemplary record.
Grade 10 – Deputy School Head	Educated to Degree Level + up to 20 years professional experience, with exemplary record.
Grade 11 – School Head	Educated to Degree Level + up to 25 years professional experience, with exemplary record.

17.1.2 Teacher promotions to Grades 2-4 will be based on the attainment of requisite qualifications associated with these grades.

17.1.3 Teacher promotions involving movements between Grades 5-11 will be done on a purely competitive basis within the establishment framework of the school. This means that a vacancy for the position must exist for a teacher to be promoted to those grades in line with the establishment size for the following categories:

Primary School: 1) Assistant Teacher→2) Senior Teacher→ 3) Head of Department→ 4) Head Teacher

Junior & Senior Secondary: 1) Assistant Teacher→2) Senior Teacher→3) Head of Department→4) Vice Principal → 5) Principal

- 17.1.4 For teacher promotions to Grades 5-11, the Commission will first consider internal promotion as the mechanism to fill the post. If none of the proposed candidates for promotion are deemed to be satisfactory, the Commission, in consultation with the school, may institute an external recruitment process.

17.2 Application for Promotion:

- 17.2.1 An application for promotion shall be done by completing a Form similar to that shown below, as specified by the TSC.

E.g. Teacher Promotion Application Form – Teaching Service Commission – [www.tsc.g](http://www.tsc.gov.sl/) HYPERLINK “<http://www.tsc.gov.sl/>”ov. HYPERLINK “<http://www.tsc.gov.sl/>”sl ; [info@tsc.g](mailto:info@tsc.gov.sl) HYPERLINK “<mailto:info@tsc.gov.sl>”ov. HYPERLINK “<mailto:info@tsc.gov.sl>”sl Headquarters: 7 Priscilla Street, Freetown.

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

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

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

Applicant's Details	Employment Terms	Education & Qualifications	Non-Qualification Education
Surname: Mr./Mrs./Miss Maiden Name: First Names or Other Names: Pin Code: ...Sex M/F Contact Address: Village, Town, District, Region..... Date of Birth: Mobile Tel No: 1. 2. Email Address:	Date of Appointment Current Station:.. Current Post:.. Current Grade: Current Responsibilities (Teaching & Administrative)	<i>(Starting with most recent)</i> Date (from-to):..... Name of Institution:..... Qualification Awarded:.. Qualification Date:..... Subjects Studied:.....	<i>Please provide details of non-qualification educational work, including community service.</i> Date (From-To): Name & Summary of Programme..... Your Role and Achievements:..... .
Promotion Application: – Briefly state your teaching experience:			
Briefly indicate recent courses attended (Dates/Title/Duration):			

Please explain how your teaching has evolved (style, pedagogy, approach) since first appointment and how you can contribute to the teaching profession:		
Certification	Recommendation (Designated Officer)	For Use by TSC Only
<p><i>The particulars provided in this Form are correct to the best of my information and knowledge.</i></p> <p>Date:</p> <p>Name of Applicant</p> <p>.....</p> <p>.....</p> <p>Signature of Applicant:</p> <p>.....</p>	<p>Date:</p> <p>Name of Officer/Agent:</p> <p>.....</p> <p>Signature of Officer/Agent</p> <p>.....</p> <p>Address of Officer/Agent ...</p> <p>.....</p>	<p>TSC-DO: Vacancy Approved by TSC (Y/N) Date.....</p> <p>Vacancy Advertised: Y/N and Where</p> <p>.....</p> <p>Shortlisting & Interview Confirmed by</p> <p>.....</p> <p>Application Decision</p> <p>.....</p> <p>TSC-HQ: Outcome Recorded</p> <p>.....</p> <p>Pin Code confirmed. -</p> <p>Approved Grade</p>

17.2.2 In considering the promotion of a teacher under the approved establishment cadre, the Commission shall take account of:

- (a) The teacher’s appraisal/performance as measured under the monitoring, evaluation, and support framework outlined in the Teacher Development & Performance Policy Guidelines.
- (b) The period (number of years) over which the teacher has served in a grade before applying for promotion.
- (c) Record of the teacher’s attendance at, and results from, capacity building and professional development programmes.
- (d) The contents (filled in details) of the application Form submitted by the teacher.

17.3 Promotion Guidelines:

In reaching a decision on the promotion of a teacher, the Commission shall use criteria in the following promotion framework:

A Framework and Scoring Grid for Assessing Promotion of a Teacher											
	CRITERIA TO BE CONSIDERED / SUGGESTED SCORES	1	2	3	4	5	6	7	8	9	10
1	Teachers Appraisal – Equivalent score on scale of 10 should be presented here										
2	Period served in a given grade (years)			< 3	< 4	< 5	< 6	< 7	< 8	< 9	< 10
3	Attendance and results from capacity building programmes (full attendance)	0	1	2	3	4	5	6	7	8	9
4	Academic and professional qualifications							TC		HTC	DEG
5	Seniority and experience			< 3	< 4	< 5	< 6	< 7	< 8	< 9	< 10
6	Demonstrated knowledge of teaching and teaching methodologies (pedagogy)	The teacher is required to show evidence of reflective practice and up-to-date knowledge on pedagogy (teaching methodology)									
7	Level of non-teaching or administrative participation (including mentoring)					Very Low	Low	Avg.	High	Very High	Exc.

8	Evidence of contribution to teaching profession (ethical violation in 3 years?)	Where a teacher has been guilty of a proven ethical violation in the last 3 years, the score for this section is 0. Higher scores if the teacher has demonstrated (with examples) that he/she is committed to the teaching profession in words, and through actions/deeds.								
9	Recommendation (Agreed Average Score)									
10	Overall Conclusions	The interviewers are expected to form an overall impression of the teacher’s capabilities.								

17.4 Denial of Promotion by the Commission:

The Commission may refuse to consider a teacher for promotion if the teacher:

- (a) Was found guilty of a disciplinary offence less than 3 (three) years before the date of the promotion application;
- (b) Was given an official warning less than 2 (two) years before the date of the promotion application.

17.5 Promotion of Teachers on Re-Employment:

A re-employed teacher cannot be considered for promotion unless that teacher has served at least 3 (three) years since the date of re-employment.

17.6 Promotion of Teachers on Secondment or Study Leave:

A teacher on secondment or study leave can only be considered for promotion after the completion of the period of secondment or study leave and the teacher has returned to take up his or her existing position within the system.

17.7 Lapse of Offer of Promotion:

An offer of promotion shall lapse if not taken up within thirty (30) days of the offer. A promotion offer cannot be re-issued after the first offer has lapsed, though the teacher can apply in future in accordance with the provisions of this section.

17.8 Summary of Roles and Processes in Teacher Promotion:

	SUMMARY OF ROLES AND PROCESSES IN TEACHER PROMOTION	Applicant / Teacher	School	TSC-DO	TSC-HQ
1	Teacher initiates promotion process by submitting application through School Head	##			
2	School submits application with its recommendation to be considered by the Commission		##		
3	Commission considers application and recommendation in line with promotion policy				##
4	If successful, Commission issues letter of Promotion to applicant and records it in its systems				##

18. Administrative Roles

Other Duties and Non-Teaching Functions in Line with Seniority

As teachers advance in seniority they may get to perform administrative roles and specialist duties that attract extra remuneration. This section outlines such roles/duties that may be available (depending on size of school), and their associated responsibilities.

The range of TSC designated roles and formal posts in the school system in Sierra Leone, together with their associated responsibilities are summarised in the following table:

ROLES (FORMAL POSTS) & OUTLINE OF ASSOCIATED RESPONSIBILITIES AND FUNCTIONS

18.1.1 School Head (The Head Teacher / Principal)

For public institutions, the School Head shall be appointed by the Commission and serves as the lead educator and administrator to perform any other function assigned to him or her under any law or practice including school administration. The responsibilities of the School Head shall include, but not be limited to:

- (a) Overall strategic and operational control of the school with the primary role being to create an environment that is safe and conducive to learning.
- (b) Ensure adherence to policy guidelines and maintenance of teaching standards, whilst implementing the approved national curriculum.
- (c) Ensure that teachers deliver lessons in line with accepted practice, including use of lesson plans, textbooks and other pedagogical materials as required.
- (d) Keep in constant communication with TSC to tap on-line resources and ensure that the school adheres to approved policies, practices and guidelines.
- (e) Allocate teaching duties to teachers and, in consultation with TSC, assign non-teaching responsibilities to staff as appropriate.
- (f) Act as Secretary to the School Board and offer technical advice that would facilitate understanding and effective decision-making by the School Board.
- (g) Manage and control finances and all school assets, ensuring strict adherence to the appropriate public finance and management guidelines.
- (h) Procurement of goods and services within the context of the public procurement guidelines.
- (i) Ensure that the school's facilities are maintained in good order and that action is taken when this is not the case.
- (j) Monitor and report on the performance of teachers, and regularly update the TSC and other stakeholders on the general performance of the school.
- (k) Maintain proper and verifiable records on the performance of the school and ensure that such records are available for inspection and verification.

- (l) Respond in a timely manner to requests from the TSC and others for information on the school.
- (m) Report incidents and claims of breach of the code of ethics and take relevant action in consultation with the district head (TSC-DO) and TSC-HQ.
- (n) Perform such other duties as may be assigned by the TSC, and delegate some roles to other staff members as and when this may be appropriate.

18.1.2 Deputy School Head (Deputy Head Teacher / Vice-Principal)

The Deputy School Head shall act as the deputy to the School Head and shall be appointed by the Commission. The School Head is expected to delegate some of his or her functions and duties to the Deputy Head, whilst retaining overall control. The Deputy shall act as School Head in the absence of the Head.

18.1.3 Registrar

The Registrar reports directly to the School Head and is directed by the School Head in the execution of his or her duties. The Registrar will have operational responsibility whilst the School Head will retain overall oversight and control. The responsibilities of the Registrar shall include but not be limited to:

- (a) Being responsible for learner selection, enrolment, and progress through the institution (student intake and annual promotion).
- (b) Being the custodian of the records of the institution, including: examination results, attendance records, minutes of key meetings (School Board, etc.)
- (c) Ensuring operational standards are maintained in: implementing the timetable, conducting examinations, releasing school information, etc.
- (d) Supporting the School Head in implementing national education policy and creating a school environment that is safe and conducive to learning.
- (e) Undertake a reasonable teaching load and perform such other duties and roles as may be assigned by the School Head.

18.1.4 Head of Curriculum

The Head of Curriculum will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst the Head of Curriculum will have operational responsibility for promoting learning and ensuring the academic well-being of the school. The responsibilities of the Head of Curriculum shall include, but not be limited to:

- (a) Facilitating learning by ensuring that teaching practices in the school are consistent with national curriculum standards and national education policy.
- (b) Do periodic reviews of the school's delivery on the curriculum, to identify strengths that can be shared and weaknesses that TSC can help to address.
- (c) Seek out and make available to colleagues a wide range of pedagogical resources/sources, including those on the TSC and education Ministry websites.
- (d) Participate on behalf of the school in district/national curriculum assessment exercises, and education development or quality assurance activities.
- (e) Advise and coach colleagues on adherence to national curriculum guidelines and standards in relation to their teaching practices.
- (f) Serve as a mentor for newly recruited teachers who are striving to implement the national curriculum guidelines in their teaching activities.

18.1.5 Head of Student Welfare

The Head of Student Welfare will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst the Head of Student Welfare will have operational responsibility for the well-being of learners/students. The responsibilities of the Head of Student Welfare shall include but not be limited to:

- (a) Advocate for and ensure that **“what is in the best interest of learners/students”** is paramount in all decisions taken by the school administration.
- (b) Review and report on quality of the school environment, including: classrooms, furniture, playgrounds, water/sanitation, fencing, first-aid, bullying, etc.

- (c) Advocate for and ensure school rules are applied fairly to all learners, and appropriate (non-humiliating) forms of discipline are practiced in the school.
- (d) Keep a list of service providers and oversee any school maintenance programme/budget to ensure support for the well-being of all students/learners.
- (e) Establish and regularly review (practice drills) procedures and resources for addressing routine health promotion and health emergencies in the school.
- (f) Support the School Head in communicating with parents, communities, and other stakeholders on issues affecting the well-being of students/learners.

18.1.6 Head of Monitoring and Evaluation

The Head of Monitoring & Evaluation will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst the Head of Monitoring & Evaluation will have operational responsibility for quality assurance in the areas of teacher performance and school (learning) outcomes.

Responsibilities of the Head of Monitoring & Evaluation shall include but not be limited to:

- (a) Ensure that all required school data/information is collected and transmitted in a timely manner to the Education Ministry and to the TSC (HQ & DO).
- (b) Establish good practices for routine data collection (e.g. attendance registers / mark books) amongst all teachers in the school.
- (c) Share school data with teachers for their information/use and for validation before the data is transmitted to Education Ministry and TSC-HQ/TSC-DO.
- (d) Contribute to M&E events organised by the Education Ministry and TSC-HQ/TSC-DO or other official entities dealing with education quality assurance.
- (e) Support the School Head to create a culture of accountability through action on monitoring and evaluation reports relating to performance of the school.

18.1.7 Head of Academic Department

An Academic Department is defined in terms of a broad field or discipline that embraces several school subjects. E.g. a Science Department would include the subjects of Physics, Chemistry, Biology, Environmental Science, etc. The Head of an Academic Department will report directly to the School Head and will be directed by the School Head in the execution of his or her duties. The School Head will retain overall oversight and control, whilst an Academic Department Head will have operational responsibility for the quality of learning and teaching across the academic field. Responsibilities of a Head of Academic Department shall include but not be limited to:

- (a) Ensure that teaching standards across the academic discipline are up to date and in line with proven practices for facilitating learning achievement.
- (b) Seek out and share with colleagues the latest thinking and good practices pertaining to their discipline; including material posted on the TSC website.
- (c) Supervise and mentor teachers in the various subject areas that constitute the academic discipline, to maintain coherence across the discipline.

18.1.8 Senior Teacher

The post of Senior Teacher marks recognition of the general expertise and experience gained in executing the duties of a professional teacher. Senior teachers could be working at the first grade or at the highest grade of a school. What matters is that their expertise and experience as professionals is recognised and reflected in the title (and remuneration) of this post. In addition to normal teaching duties, Senior Teachers will be expected to mentor newly recruited teachers in the profession generally and in the work of their school more specifically.

18.1.9 Senior Subject Specialist

A Senior Subject Specialist may also be designated as a Head of Subject, especially in larger schools. The post recognises the proven expertise and experience of a teacher in facilitating learning and maintaining standards in their specific subject area. A Senior Subject Specialist or Head of Subject may report directly to the School Head or through their Head of Academic Department, depending on the size and organisation of the school. The responsibilities of a Senior Subject Specialist or Head of Subject shall include but not be limited to:

- Ensure that teaching standards in the subject are up to date and in line with the best practices to facilitate high levels of learning achievement.
- Help to create and promote local (district) chapters of peer-learning groups or “communities of practice” in their subject area (e.g. SLATE).
- Act as mentor for newly recruited teachers and in general help all subject teachers to maintain standards in the teaching and learning of this subject.

18.1.11 Head of Remedial Teaching

The post of Head of Remedial Teaching caters for a teacher with proven expertise and experience in helping low-achieving learners to make the grade in the subject areas that are a problem for them. This could be Early Grade Reading or Early Grade Mathematics; or JSS Science; or SSS French; etc. The issue is that a Head of Remedial Teaching understands the barriers to learning for students and has developed expertise in arranging remedial measures to support learning for such students.

The responsibilities of a Head of Remedial Teaching shall include but not be limited to:

- (a) Work closely with the Head of Monitoring & Evaluation to identify low-achieving learners across the school.
- (b) Organise remedial classes that bring together competent subject teachers within the school and low-achieving learners in extra classes or vacation course.
- (c) Make requests through the School Head, for TSC to temporarily assign a specialist teacher who can provide remedial classes for low-achieving learners.

18.1 In addition to the above designated roles and formal posts, the following categories of teachers are being proposed by TSC:

New Teacher — > Proficient Teacher — > Highly Accomplished Teacher — > Distinguished Teacher

Once these proposed categories are approved, every teacher will be registered in one of these categories in line with their level of qualifications, expertise and experience as professional teachers. These categories will enable teachers to advance in their career with enhanced remuneration, whether they are appointed to administrative roles/posts

or not. The TSC hopes this will encourage most teachers to stay in the classroom and provide quality services to facilitate high levels of learning achievement for all students.

19. Exit from the Teaching Service

Moving Out of the Teaching Force

This section outlines the conditions and processes through which a teacher may exit the employment of the Commission, including resignation, termination, dismissal, retirement, redundancy, transfer of service, and death.

19.1 Resignation:

- 19.1.1 A teacher, whether on probation, permanent employment, or contract employment, may resign from the employment of the Commission by giving thirty (30) days' notice.
- 19.1.2 Where a teacher resigns from the employment of the Commission the resignation letter shall:
 - (a) Be addressed to the TSC Secretary through the School Head and the District Head (TSC-DO); and
 - (b) Take effect from the date the teacher stops teaching but not later than thirty (30) days from the date of the letter of resignation.
- 19.1.3 Upon receipt of the letter of resignation, the Commission shall acknowledge receipt in writing and shall require the School Head to issue a Clearance Report in the manner prescribed and shown as part of Chart 10.1. (P1)
- 19.1.4 Where a teacher has outstanding liability to the Commission or the school, the Commission shall require the teacher to clear the liability within a period of three (3) months. Failure to which the Commission shall institute legal proceedings to recover the outstanding liability. Such liability may not only be financial but could relate to non-financial obligations in respect of documents and other materials.

- 19.1.5 Any overpayment or payment for work not performed shall be regarded as a liability as provided for in section 10.1.4. above.
- 19.1.6 A teacher who tenders a notice of resignation must be present for duty up to and including the effective date of the resignation.
- 19.1.7 A teacher can withdraw a notice of resignation at any time up to the effective date of the original resignation notice. After this date, resignation withdrawals shall not be valid and the Commission will proceed with action on the resignation notice.

19.2 Termination by the Commission:

- 19.2.1 The Commission shall terminate the employment of a teacher serving on permanent or contract terms by:
 - (a) Giving one month's notice in writing; or (b) paying one month's salary in lieu of notice.

19.3 Dismissal:

- 19.3.1 On the conclusion and determination of disciplinary proceedings, the Commission may terminate the services of a teacher on appropriate grounds, as provided for under the Code of Conduct and Ethics for Teachers. Such dismissal shall take effect from the date of the termination by the disciplinary proceedings.

19.4 Retirement:

- 19.4.1 A teacher may retire from the Teaching Service on grounds of age, public interest, or medical grounds. A teacher on permanent terms of service who retires on grounds of age, public interest or medical grounds shall be eligible for pension or gratuity in accordance with these regulations and the NASSIT pension scheme.
- 19.4.2 On retirement and as provided for in the Collective Agreement, teacher's salary must continue to be paid until and unless terminal and pension benefits have been paid by the employer and NASSIT.

19.5 Retirement on Grounds of Age Limit:

- 19.5.1 A teacher shall retire upon attaining the age of sixty (60) years in line with NASSIT pension conditions.

19.5.2 The Commission shall notify the teacher who retires of the retirement date in the manner recommended by the TSC, as shown in Chart 10.1. (P3)

19.6 Retirement on Grounds of ILL Health:

19.6.1 The Commission may retire a teacher on grounds of ill health where:

- (a) The teacher suffers from a permanent medical condition which impairs the teacher's ability to execute the functions of a teacher; or
- (b) The teacher submits a request for voluntary retirement.

19.6.2 Where a teacher is considered for retirement by the Commission on grounds of ill health, the Commission shall establish a Medical Board to consider the teacher's health circumstances.

19.6.3 Upon considering the medical report, the Commission shall decide to retire the teacher or otherwise, at its sole discretion.

19.6.4 The Commission shall notify the teacher who retires, of the retirement date in the manner set out as part of Chart 10.1.

19.7 Retirement from Employment in the Public Interest:

19.7.1 The Commission may retire a teacher on grounds of public interest upon considering every available report with regard to a complaint against the teacher, and upon concluding that it is undesirable to retain the teacher in the teaching service.

19.7.2 In retiring a teacher under this regulation, the Commission shall:

- (a) set out the circumstances of its preliminary decision to retire the teacher and request that the teacher responds within thirty (30) days; and
- (b) upon receipt of the teacher's response, the Commission may decide to carry out further inquiry into the complaints; or may decide to retire the teacher on grounds of serving the public interest.

- 19.7.3 Further to section 11.7.2. above, the Commission shall provide a detailed explanation and justification of its decision, taking account of legal and other regulatory provisions of the Commission in particular; and the public service in general.
- 19.7.4 A teacher who retires on grounds of public interest under this regulation shall not lose any pension entitlements.
- 19.7.5 The Commission shall issue a teacher retired on grounds of public interest a final decision and notice in the proper manner as recommended by the TSC legal adviser.

19.8 Period of Notice to Retire:

- 19.8.1 A teacher who voluntarily retires from the teaching service shall give the Commission a three (3) months' notice of his or her intention to retire.
- 19.8.2 Where the Commission requires a teacher to retire, the Commission shall give the teacher notice of at least three (3) months.
- 19.8.3 Where no notice is issued by either of the parties, the party initiating the retirement shall pay to the other the equivalent of one (1) month's severance pay in lieu of notice.

19.9 Redundancy

- 19.9.1 A teacher can be declared redundant by the Commission, where the teacher's position is made redundant because of changes in government policy, national curriculum, school organisation, or restructuring of the Commission (TSC-HQ and/or TSC-DO).
- 19.9.2 In the case of such redundancy, the Commission shall:
- (a) Notify the teacher, the teacher's trade union (where applicable), and the Commissioner for Labour, of the reasons for the redundancy; not less than three (3) months to the date of termination.
 - (b) Have regard to the seniority in the teaching service as well as the skills and competency of a teacher affected by the redundancy to determine how this redundancy affects the policy of retaining competent and experienced teachers in the teaching force.

- (c) Issue the teacher with one month's notice in writing or pay an equivalent of one month's salary in lieu of notice.
 - (d) Notify the teacher who retires under such circumstances, in the manner recommended and set out in Chart 10.1 (p6)
- 19.9.3 The Commission shall from time to time determine the terminal benefits payable to a teacher in line with the national law.
- 19.9.4 The TSC shall not, within 12 months of declaring a position redundant, advertise and employ a person for such a position.

19.10 Transfer of Service to the Public Service:

- 19.10.1 A teacher granted an offer of employment by a public service entity may apply to the Commission for transfer of service, whereupon the transfer will be granted by the Commission.
- 19.10.2 An application made under 10.10.1. above shall be in writing and shall include:
- (a) A copy of the appointment letter from the public service entity; and
 - (b) A Clearance Certificate from the School Head where the teacher is assigned at the time of the appointment offer.
- 19.10.3 The Commission shall process and submit to the relevant public institution the Transfer of Service in the manner set out and recommended by the TSC legal adviser.
- 19.10.4 A teacher shall proceed to the other public institution on the date indicated in the release letter by the Commission.
- 19.10.5 Subject to the existence of a suitable vacancy, the TSC is minded to approve a transfer involving a public service entity.

19.11 Release of a Teacher to other Non-Public Service Organisations:

- 19.11.1 The Commission may also release a teacher, appointed to a non-public service body.

- 19.11.2 The Commission will cease to pay the remuneration of any teacher so released, for the period of the release.
- 19.11.3 The teacher retains the right to be absorbed back into the Teaching Service on completion of the period of release but may be deployed to another institution or location.
- 19.11.4 A teacher seeking release under this regulation shall:
- (a) Submit a written application to the Commission through the School Head, together with a copy of the appointment letter from the new entity, a letter of acceptance of the offer, and a Clearance Certificate from the School Head.
 - (b) Where the teacher joins another institution other than a public institution, the Commission shall not pay NASSIT contributions on behalf of the teacher.
- 19.11.5 The TSC shall suspend any benefits accruing to the teacher seeking release from the teaching service until retirement.

19.12 Report on Teachers who Exit the Teaching Service:

- 19.12.1 A School Head who fails to report a teacher's exit from the service shall be subject to disciplinary action.
- 19.12.2 Where the Head of the School is found guilty, he or she will be surcharged by an amount equivalent to the loss suffered by the Commission as a result of the failure to report.

19.13 Death of a Teacher:

- 19.13.1 A teacher's appointment shall terminate upon his or her death.
- 19.13.2 Upon receiving the Exit Report issued by the School Head and a copy of the Death Certificate to the effect that the teacher has died, the Commission shall:
- (a) Issue a letter of condolence on its website and send a signed copy to the school for transmission to next-of-kin.

- (b) Stop the salary of the deceased teacher.

19.14 Certificate of Service:

- 19.14.1 The TSC shall issue a Certificate of Service to a teacher exiting the teaching service in a format as shown in Chart 10.2.

20. Legal Proceedings

Support for Dealing with Legal Issues and Problems

In line with its mandate to address the well-being of teachers, the TSC proposes to offer support for teachers to deal with legal issues and problems that may arise during the execution of their professional duties. In carrying out their official duties, teachers may be subject to legal proceedings. In such cases, the Commission shall provide legal assistance to teachers under a set of circumstances as described in this section. To facilitate such assistance, the Commission may put appropriate insurance arrangements in place.

20.1 Criminal Proceedings:

- 20.1.1 The Commission shall not be involved in any way in legal proceedings where a teacher is charged with a criminal offence.

20.2 Civil Proceedings:

- 20.2.1 Where a civil suit is instituted against a teacher for an action or omission arising out of the discharge of the teacher's official duty, the teacher may apply to the Commission for legal assistance. Official duty in this regard does not include trade union or similar activities.
- 20.2.2 An application under this Regulation shall be submitted together with a report prepared by the District Head (TSC-DO), which shall provide details of the particulars of the case against the teacher.

- 20.2.3 In considering whether to provide legal support for a teacher in civil proceedings, the Commission shall first assess whether the subject of litigation falls within the mandate of the Commission. It will also assess the associated risks involved.
- 20.2.4 Further to these considerations in 11.2.3. The Commission may take steps to settle the matter out of court.
- 20.2.5 Where a teacher requires legal assistance from the Commission, the teacher shall make an application to the Commission immediately upon receiving the summons; provided that the teacher has not engaged the services of a private legal practitioner.
- 20.2.6 Where the Commission judges that the actions of the teacher breach established policy and regulations, the Commission may decline to provide all or part assistance; or decline to meet the cost of any award against the teacher.
- 20.2.7 Where the Government, through the Office of the Attorney-General, undertakes the defense of a teacher, the Attorney-General shall provide free legal representation; but shall consult with the Commission on related matters.
- 20.2.8 Any damages or costs awarded against a teacher in civil proceedings shall be the subject of consultations between the Attorney-General and the Ministry of Finance. If agreed to by them, such damages or costs will be met from the public funds, i.e. funds of the Commission.

20.3 Instituting Civil Proceedings:

- 20.3.1 A teacher may not institute civil proceedings arising out of any circumstances connected with the teacher's official position, or with any activity in which the teacher has been engaged in the course of official duties; without first obtaining the written consent of the Commission. For this purpose, the Commission will consult the Attorney-General regardless of whether or not the teacher requires legal assistance.
- 20.3.2 The Commission shall not be involved in any way in civil proceedings in regard to private litigation unconnected with the official position or duty of a teacher.

21. Teacher-Employer Relations

Brief Note on Mandates and Obligations

The Teaching Service Commission is mandated by Section 9 (2F) of the TSC Act of 2011 to “*recruit, promote, post, transfer and dismiss teachers in Government and Government assisted schools*”. The TSC therefore has an obligation as an employer to manage, supervise, and regulate teachers and the teaching profession. In line with this, the **Teacher-Employer Relations Department** within the TSC has the responsibility to develop rules and regulations governing teachers, such as The Code of Conduct for Teachers. It also has a duty to ensure improved conditions of service for teachers; promote healthy work life balance; and advocate for the general well-being of teachers as employees. Furthermore, the Teacher-Employer Relations Department works to ensure that the TSC carries out its duties, responsibilities and obligations to teachers, as an employer. This includes providing favourable working terms and conditions that are in the interest of all parties concerned, and that the entitlements/rights/privileges of teachers are maintained in accordance with agreements reached between representatives of teachers and employers through the **Trade Group Negotiating Council**.

The Teacher-Employer Relations Department is principally about executing the mandates and obligations of the TSC as an employer. The Department therefore deals with how teachers and their institutions relate to the TSC and vice-versa. However, the TSC is not the only agency dealing with teacher-employer relations in Sierra Leone. As such, the teacher-employer relations outlined in this policy document are also applicable to the owners and proprietors of education institutions, as well as the various agencies that facilitate and manage the operations of education institutions on behalf of these owners and proprietors.

22. Institutions, Teachers, and Employers

Overview of Roles, Rights, Duties, Obligations, and Responsibilities

22.1 Education Institutions as Organisations:

Education institutions are centers of learning. They bring together learners, teachers, managers and ancillary staff in settings designed for achievement of prescribed learning set out in the national curriculum. They are also obliged

to provide environments that are safe for learners/teachers, and conducive to learning. The main categories of education institutions affected by this policy include:

- (a) Early Childhood Care & Development Centers (Nurseries, Pre-Schools, and ECD Centers)
- (b) The main Basic Education Institutions (Primary Schools and Junior Secondary Schools – JSS)
- (c) Senior Secondary Schools (SSS)
- (d) Technical/Vocational Education and Training Institutions (TVET)

22.2 Teachers as Key Operatives in Education Institutions:

Teachers are the key operatives in education institutions. They facilitate learning and contributing to the well-being of students in their charge as well as the overall functioning of the education institution as a learning center. This role is a complex one that entails a wide range of duties, obligations and responsibilities, which might include the following:

Examples of Duties, Obligations, and Responsibilities of Teachers as Key Operatives		
DUTIES	OBLIGATIONS	RESPONSIBILITIES
<p>Facilitate learning by interpreting and implementing the subject/class syllabus based on a prescribed curriculum.</p> <p>Be present and punctual in school during working hours.</p>	<p>Support the general ethos of the institution.</p> <p>Treat students equitably regardless of their background or circumstances.</p> <p>Behave with honesty and integrity and set example of proper behaviour for students.</p>	<p>Actively pursue professional self-development by making use of the available opportunities for continuing education and training.</p> <p>Keep abreast of changing norms, practices and standards in subject area and pedagogy.</p>

<p>Maintain proper records of class attendance, lesson plans and marks scored in various tests and examinations.</p> <p>Manage classes and use classroom time for teaching and learning activities.</p>	<p>Protect and safeguard the well-being of all children in their charge.</p> <p>Show respect for the parents/communities who entrust children to the school's care.</p>	<p>Respect all collective bargaining agreements reached between the employers and teachers' unions.</p>
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In parallel with these duties, obligations and responsibilities, teachers also have rights, entitlements, and privileges, that should be exercised, protected, and acknowledged in the course of their work in the school system. These include: a fair process of recruitment and deployment; transparent criteria for promotion and career advancement; reasonable workload and job demands; remuneration that is fair and commensurate with qualifications and experience; standing in society that reflects the status of the profession; trust and respect from students, parents and communities; working conditions that cater for the well-being of teachers; recourse to appeals processes over unfair treatment; governance rules and regulations that are fair, transparent and applied equitably in practice; etc.

In the course of their work and throughout their career, teachers must be diligent with their duties, obligations and responsibilities; as well as being consistently mindful of their professional rights, entitlements, and privileges. To this end, teachers usually belong to key groups that act on their behalf in dealing with employers. In Sierra Leone, the main agency that negotiates on behalf of teachers and their working terms and conditions is the Sierra Leone Teachers Union (SLTU). In addition, there are agencies through which teachers reinforce their group identity and safeguard their professional assets. These include the Sierra Leone Association of Retired Teachers (SLART) and various subject associations such as the Sierra Leone Association for the Teaching of English (SLATE). The right of teachers to belong to or associate with these agencies is an important part of relations with employers.

22.3 Employers and Governance in Education Institutions:

Teachers are the key operatives in education institutions, but they are normally employed by those who own and manage the education institutions. These employers play a part in setting out the governance rules and regulations

for education institutions, as well as in determining the conditions under which teachers work as professionals in education institutions. In Sierra Leone, the main bodies that own and manage education institutions are: Central and Local Government; Religious Bodies; Non-Governmental Organisations (NGOs); Civil Society Organisations (CSOs); Local Communities and Individuals; and Independent Private Sector Proprietors. However, all matters concerning the well-being of teachers now come under the purview of the Sierra Leone Teaching Service Commission (TSC), which has been fully mandated by the TSC Act of 2011 to cultivate and regulate a national teaching service by dealing with governance rules and regulations as well as terms and conditions of service for teachers. So, the TSC has been established as the premier employer of teachers in the Sierra Leone public service. This means that all teachers paid from public service resources are recruited, deployed, and managed by the Teaching Service Commission. This policy on teacher-employer relations is therefore mainly about how teachers and their agencies relate to the TSC and vice-versa. Nevertheless, these relations also concern owners and proprietors of education institutions, and those officials/entities that facilitate and manage the operations of education institutions on behalf of proprietors.

22.4 Leaders, Administrators, and Managers in Education Institutions:

Owners of education institutions rely on school leaders, administrators, and managers for the smooth operation of these institutions and to achieve expected results consistently. Leaders, administrators, and managers are usually teachers who have been appointed to management positions, with responsibility to administer prescribed rules and regulations for good practice and for efficient use of available resources. The well-being of leaders, administrators, and managers falls under the purview of the TSC, and they can be regarded as teachers with managerial responsibilities. At the same time, they exercise their managerial functions on behalf of those who own the education institutions. This means that school leaders, managers, and administrators act on behalf of owners of education institutions as they oversee the professional work of teachers within the prevailing rules and regulations. But they also have a duty to administer and manage education institutions in ways that facilitate effective and efficient execution of the functions of teachers, whilst respecting the rights and entitlements of teachers. This dual responsibility to proprietors and teachers means that school leaders, administrators, and managers have special bodies that address their role and interests as part of the education system. In Sierra Leone, these bodies include: Conference of Principals of Secondary Schools (CPSS); National Council of Head Teachers (NACOHT); and Council of Heads of Technical and Vocational Institutions (CHTVI).

22.5 Overview of Teacher-Employer Relations:

This policy on teacher-employer relations requires a proper understanding of both employers and teachers in the Sierra Leone context. Who are the employers of teachers; what is their mandate/status; what are their interests and objectives; how do they pursue these objectives; who acts on their behalf; and what influence do they have on teachers regarding: duties/responsibilities, working terms/conditions, entitlements/rights/privileges, and general well-being? On the other hand, who are the teachers; what are their defining characteristics; what makes them professionals; what are the forces that shape their profession; who acts on their behalf; how do they see themselves and their work; and how do others perceive them and the work that they do? The answers to these types of questions will continuously provide us with the key determinants of teacher-employer relations in Sierra Leone.

23. Teachers in Sierra Leone

Categories of Teachers and their Agencies

23.1 Categories of Professional Teachers:

In relation to determinants of their remuneration, status, and conditions of service, teachers in Sierra Leone can be categorised in at least three main ways as outlined in the chart below. First, categories can be based on the level of the education institution in which teachers work. The teacher competencies required will vary from early learning in ECD through primary school acquisition of literacy, numeracy, and other tools for learning; to the initiation into prescribed subject disciplines in JSS, and the career preparation at SSS and TVET institutions. Second, teachers can be categorised according to designated roles and formal posts in the institution in which they work. These roles and posts depend on the size of the institution, but they include: Principal or Head Teacher; Deputy Principal or Deputy Head Teacher; Head of Subject Department; Head of Curriculum; Head of Student Welfare; Senior Teacher; and Teacher. Third, the TSC has now proposed four new categories of teachers based purely on job progress or professional advancement. These categories (to be approved) are: **New Teacher; Proficient Teacher; Highly Accomplished Teacher; and Distinguished Teacher.**

Summary of the Major Ways of Categorising Teachers in Sierra Leone		
By Level of Institution	By Designated Role & Formal Post	By Professional Advancement
<p>Nurseries/Pre-Schools: Teacher competencies are in early learning, child care, and school readiness.</p> <p>Primary Schools: Competencies in learning tools (literacy/ numeracy), personal development, and introduction to school subjects in the curriculum.</p> <p>Junior Secondary Schools: Teacher competencies include full initiation into subjects/ disciplines and personal development or character building.</p> <p>Senior Secondary Schools: Teacher competencies to facilitate in-depth studies of subject areas, and character building, plus orientation to careers.</p> <p>TVET Institutions: Teacher competencies concern job-related knowledge and skills as well as career pathways orientation.</p>	<p>Principal/Headteacher: Manage institution and help establish/ cultivate institutional ethos.</p> <p>Deputy Principal/Deputy Headteacher: Support the functions of the school head.</p> <p>Head of Curriculum: Lead the interpretation and implementation of official/ prescribed curriculum.</p> <p>Head of Subject Department: Provide expertise to guide others in a specific subject area.</p> <p>Guidance Counsellor: In charge of addressing concerns and needs of all students in the school.</p> <p>Senior Teacher: Provide technical/professional expertise and mentor new teachers in the school.</p> <p>Teacher: perform standard functions to facilitate learning achievements for all students.</p>	<p>New Teacher: for a minimum of two years, whilst benefitting from ongoing support and mentoring;</p> <p>Proficient Teacher: on compliance with criteria set out in Professional Standards for minimum of 3 years;</p> <p>Highly Accomplished Teacher: if able to meet the criteria laid down in the professional Standards;</p> <p>Distinguished Teacher: ultimate status, if able to meet criteria set out in the professional Standards;</p>

To focus minds on strengthening professionalism in teaching, the TSC has proposed the latest four-stage categorisation of teachers viz: **New Teacher; Proficient Teacher; Highly Accomplished Teacher; and Distinguished Teacher.** These categories are based on the technical competencies, pedagogical progress, and professional advancement of teachers. Once Government approves these new proposed categories every teacher will be registered in a category

that reflects his/her qualifications, expertise, and experience. The categories will enable capable teachers to advance in their career with enhanced status and increased remuneration that do not depend on the level of institution in which a teacher works, and do not require promotion/appointment to administrative post. The TSC hopes that this will encourage some of the most competent teachers to stay in the classroom and advance their careers by providing quality teaching services to facilitate high levels of learning achievement for all students in every level of institution.

23.2 Agencies that Represent and Support Teachers:

The Sierra Leone Teachers' Union (SLTU) is the main agency that **represents** teachers in matters of bargaining with employers over remuneration, terms and conditions of service, and general well-being of teachers. As such, the TSC recognises and respects all current and future gazetted Collective Bargaining Agreement (CBA) between representatives of employers and teachers negotiated through the **Trade Group Negotiating Council**.

In general, the TSC shall enhance the role of teacher unions as the voice of teachers. To this end, the TSC shall:

- Respect agreements reached by representatives of employers and teachers through the Trade Group Negotiating Council.
- Recognise teacher unions as the voice of teachers for their professional, social, and economic well-being.
- Make provisions for union dues collection by such methods as provided for by the labour laws of Sierra Leone.
- Create an environment for teacher unions to exercise their trade union rights as provided for in law.
- Allow reasonable time for meetings and trade union activities without discrimination or interference in union matters.
- Recognise the rights of legitimate teacher trade unions to industrial actions as provided for in the labour laws .
- Establish a grievance and dispute resolution mechanism with teacher unions on behalf of their members .
- Recognise the right of teacher unions to represent their members on educational bodies at national and international levels.

In addition to the SLTU there are various bodies, agencies, and communities of practice that support the work of teachers in diverse ways. These include subject associations like the Sierra Leone Association for the Teaching of English (SLATE) and its equivalent in the areas of mathematics, science, etc. Some of these bodies have been in decline in recent years and teachers have not been obliged to be part of such subject associations. But the TSC will advocate for and support the revival of these bodies to enhance competencies and continuous professional development of

teachers. It will also be regarded as a right and duty of teachers to participate actively in these bodies. As such, the TSC will advocate for their activities and events to be treated as official items on the school calendar.

23.3 Overview of Duties and Responsibilities of Teachers:

- Teachers have a general obligation to discharge, to the best of their abilities, all the stipulated duties and functions of a teacher. In support of this, teachers need a conducive working environment to carry out the following responsibilities:
- Plan for and attend to the learning needs of all pupils/students in their charge (in line with the national curriculum).
- Cooperate with the authorities and local communities to facilitate the holistic development of pupils/students.
- Adhere to the established Code of Conduct for Teachers (COC) in order to enhance the image of the profession.
- Make full use of Continuous Professional Development (CPD) opportunities and participate in Subject Associations.
- Participate in extra curricula activities relating to the culture of the school and strengthening of the institutional ethos.
- Recognise, respect, and facilitate the rights of pupils/students to access fair, just and equal treatment in school.
- Exercise their professional expertise and autonomy to promote teaching and learning for all learners in their charge.
- Engage in social dialogue with the Teaching Service Commission on all matters pertaining to the well-being of teachers.

24. Teacher Employers in Sierra Leone

Categories of Teacher Employers and their Agencies

24.1 Categories of Teacher Employers:

The focus of teacher-employer relations is rightly on the Teaching Service Commission (TSC) as the premier employer of all teachers in the public service. However, owners and proprietors of education institutions do play a role in the

employment and governance of teachers and their professional work. In Sierra Leone, these owners and proprietors include:

- The Ministry of Basic and Senior Secondary Education (MBSSE)
- The Ministry of Technical and Higher Education (MTHE)
- Local Councils (District Proprietors)
- Religious Bodies and Organisations in Education (Religious Proprietors)
- Other School Proprietors (NGOs/CSOs/Local Communities/Individuals)
- Association of Independent Schools (AIS) – Private Sector (for profit) Proprietors

24.2 Agencies that Represent and Support Teacher Employers:

Employers rely on a range of officials, entities, and agencies to manage and administer education institutions and the education system in general. The TSC is the main agency established by law to represent all employers of teachers in the public sector, as the de-facto employer of these teachers. In addition, the Central Government makes use of school supervisors and inspectors in all districts to facilitate and support work in line with its mandate to oversee quality assurance of all education institutions in the country. Similarly, district proprietors, religious proprietors, NGOs, CSOs, communities, private sector, and other proprietors make use of supervisory cadres to oversee the operations of their education institutions. Then it is also the case that all education institutions rely on school leaders, administrators and managers for smooth operation and delivery of expected outcomes/results.

24.3 Overview of Duties and Responsibilities of Teacher Employers:

As the premier employer of all public sector teachers in Sierra Leone, the Teaching Service Commission has the responsibility to:

- Provide a framework for direct operations for teacher management including hiring, promoting, transferring, and scheduling and assigning teachers in positions within the school system.
- Establish mechanisms for the observance of reasonable work rules and schedules of work for effective management of teachers.
- Institute investigations, suspension and discharge disciplinary actions against teachers accused of misconduct.

- Provide an enabling environment for effective teaching and learning.
- Establish mechanisms for social dialogue with teachers and their representative organisations to determine terms and conditions of employment and professional development.
- Recognise the existing gazetted Collective Bargaining Agreement (CBA) between Employers of Teachers of Sierra Leone and the Sierra Leone Teachers Union.
- Advocate for teacher's salary and working conditions.
- Advance the course of education by providing continuous professional development programmes.
- Enhance and enforce teachers' professional standards.

25. Employment, Deployment, and Job Security

Rights, Responsibilities, Duties, and Obligations

The recruitment of teachers shall be a continuous process driven by the growing needs of the education system. As such, the TSC has established a continuous process for systematic employment of qualified/motivated teachers. The aim is to cultivate a professional teaching force by ensuring that all who teach in the schools of Sierra Leone are qualified, registered, and licensed, as professional teachers. As such, the TSC will only recruit registered and licensed candidates for all available and approved vacancies in the teaching service. Those who wish to be employed as teachers must therefore ensure that they are registered and licensed to be eligible for recruitment into the national teaching service. The procedures, rules, and regulations, for teacher recruitment by the TSC are outlined in detail in the 2019 National Policy on Teacher Management, which is widely available to teachers, including on the TSC website. In summary, the teacher-employer relations aspects of the procedures for teacher recruitment are as follows:

- (a) The TSC has a duty to conduct annual recruitment exercises in a timely manner, to fill vacancies for the new academic year. To this end the TSC has a responsibility to notify schools and school heads in good time to prepare for the annual exercise.

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- (b) The TSC has an obligation to widely advertise available vacancies that have been approved in the media and on their website.
- (c) An important obligation of the TSC is to assign a unique reference number to each vacancy, as a basis for all communications relating to that vacancy.
- (d) The TSC District Offices are responsible for receiving all applications for advertised vacancies and preparing a shortlist of candidates to be interviewed by the School Board concerned.
- (e) It is the duty of the TSC District Office to forward shortlists of candidates to the School Board/Management Committee.
- (f) School Boards or School Management Committees are responsible for carrying out the interview process, based on the recruitment guidelines issued by TSC and in line with assessment criteria recommended by the TSC.
- (g) It is the duty of the TSC to appoint each recruited teacher to a grade that is consistent with the qualifications and experience of the teacher.

Summary of Teacher-Employer Relations on Employment, Deployment, and Job Security	
TEACHERS & AGENCIES	EMPLOYERS & AGENCIES
<p>Right to apply for advertised vacancies for which the candidate is qualified.</p> <p>Responsibility to use the prescribed TSC Application Form for any vacancy.</p> <p>Obligation to register with TSC to be eligible for recruitment as a teacher.</p> <p>Responsibility to provide all required information for as part of application.</p> <p>Obligation to attend scheduled interview if short-listed for a vacancy.</p> <p>Duty to complete and submit TSC Acceptance Form if offered appointment.</p>	<p>Duty (TSC) to advertise available & approved vacancies widely for attention of prospective applicants.</p> <p>TSC shall offer employment to successful applicants either on permanent terms or on contract terms. In both cases, the TSC shall issue a full Offer of Employment Letter, indicating the terms of engagement including status of employment, probationary terms, pension rights, salary scale, etc.</p> <p>The TSC shall issue a Posting Letter to all teachers appointed, whether on permanent terms or on contract terms.</p> <p>The TSC shall also issue an Acceptance Form to be completed and signed by all appointed teachers.</p>

In terms of specific issues concerning teacher-employer relations, the TSC shall be committed to the following:

- Attracting and retaining qualified teachers in the profession shall be a key priority policy for the TSC.
- Set up criteria and procedures for registration and licensing of teachers in all public schools.
- All teachers must be licensed and registered with TSC as a requirement for teaching in any school in Sierra Leone.
- Teachers will be required to pay a licensing and renewal fee, determined by the TSC and approved by MBSSE.
- The TSC shall recruit teachers into the school system after they have attained the requisite teaching qualifications.
- Selection process of teachers shall be transparent and non-discriminatory based on minimum requirements.

- Teachers shall be physically and mentally fit for employment at the time of recruitment.
- No teacher shall be allowed to teach without a licence except in exceptional circumstance as determined by the TSC.
- Coordinated efforts by TSC and other agencies shall be directed towards improving working conditions, rewards and incentives, recognition, opportunities for CPD, conditions of employment and effective management.
- The TSC retention policy shall be based on knowledge of actual staffing needs and shall involve monitoring attrition rates to be able to set teacher retention targets.
- TSC shall develop strategies and incentives to recognise and reward exemplary performance in the teaching career.
- Deregistration and Removal of a teacher from the register shall follow the due process of law.
- The TSC shall establish an appeals tribunal and develop procedures of appealing with an offer for hearing and justification for dismissal.
- Teachers shall have the right to appeal against a decision to be removed from the register within the stipulated time frame.
- The TSC is committed to a policy that encourages Equal Employment Opportunity with respect to all applicants for employment.
- TSC shall prohibit discrimination against qualified teachers and applicants in all aspects of employment including, but not limited to: Recruitment, Hiring, Compensation, Promotion, Job assignments, Transfers, Demotions, Discipline, Training, Leaves of absence, Benefits, Termination, Employer-sponsored activities, Social and recreational programmes.
- TSC shall prohibit discrimination based on ethnicity, gender, age, disability, religion, marital status, and any other status or category protected by the laws of Sierra Leone.

In terms of teacher deployment, the problem is that distribution of teachers across the country varies considerably with notable geographical disparity and most teachers preferring to teach in the urban settings. In certain instances, deployment to hardship areas has allegedly been used as a punitive tool. To ensure positive and equitable distribution of teachers across all regions and districts of the country, the TSC shall be committed to the following:

- Identify specific staffing needs in the schools considering subject combinations, regional balances and geographical location of schools.
- Deployment procedures shall be fair, transparent, equitable, and just.
- Teachers who teach in areas designated as remote/hardship areas shall be rewarded/compensated.
- Advertise vacancies and conduct interviews with the best performers selected on merit. Specified procedures will be followed to fill up the posts requiring special leadership.
- Employer-initiated deployment will attract relocation expenses.
- Deployment procedures shall take into consideration family circumstance, safety and possible housing facilities.
- Newly recruited teachers will only be considered for transfer after serving the school for a minimum period of three years, except in very special circumstance as will be determined by the TSC.
- Teachers shall be required to use transfer forms which are available on the TSC website or in schools to make for easy access. These shall be the only official documents that will be recognised by the TSC.
- Upon request, health conditions of teachers requiring special attention will be assessed, considered and given priority in the deployment process.

In terms of continuity in the teaching profession and job security, the TSC is committed to the following:

- Provide orientation, induction and mentorship programmes to new entrants to the profession.
- Provide mechanism for study leave with pay and time off for any other CPD.
- Provide guidelines for in – service, further and higher education.
- Encourage teacher exchange programmes internally and externally.
- Encourage teachers to undertake school-based research and use findings to improve on the quality of teaching methods and learning outcomes.
- Encourage peer evaluation.
- Provide resources for pre-service, in-service education and Continuous Professional Development (CPD).
- Teachers will achieve professional advancement through successful participation in CPD programmes.

26. Career Advancement, Exit, and Re-Entry

Rights, Responsibilities, Duties, and Obligations

One of the goals of the TSC as an employer is to ensure that teaching in Sierra Leone is transformed into a vibrant and dynamic profession with varied opportunities for advancement as well as mechanisms for exiting and re-entering the profession if necessary. The TSC is committed to motivating teachers by creating opportunities for career progression and development in the teaching service through the following measures:

- Promotion shall be transparent, equitable, standardised and tailored to the type of posts.
- Provide promotion criteria for the different cadre of teachers, taking into consideration qualification, experience, responsibility and effectiveness.
- Ensure timely performance appraisal and evaluation to determine the advancement from one level of the career ladder to the other within the service.
- Teachers' career path shall provide meaningful rewards and incentives (financial/non-financial) to motivate teachers.
- Guarantee and ensure security of tenure stressing on stability in the profession and security against arbitrary actions.
- Provide for diversified vertical and horizontal career progression that cuts across the Education and Public service.
- Apply equality of opportunity for all, including women, teachers with disabilities, special needs and teachers living with HIV and AIDS. Such teachers shall not be discriminated against in the movement of teachers between different levels of education (pre-primary, primary, secondary, vocational/technical).

An important aspect of teacher-employer relations concerns the ways in which a professional teacher can exit the teaching service. Details of the circumstances as well as the terms and conditions under which a teacher may exit the teaching service are outlined in the 2019 National Policy on Teacher Management. Exit from the service could be through: resignation by the teacher; or termination by the TSC; or retirement of the teacher; or through redundancy.

In the case of resignation, the teacher must give thirty days' notice and address the letter of resignation to the TSC Secretary through the School Head and the District Head (TSC – DO). A teacher has the right to withdraw a notice

of resignation at any time up to the effective date of the original resignation notice. After this date, resignation withdrawals shall not be valid and the TSC will proceed with action on the resignation notice. In the case of termination or dismissal by the TSC, the employment of a teacher serving on permanent or contract terms shall be terminated by:

- (a) Giving one month's notice in writing; or
- (b) paying one month's salary in lieu of notice.

Termination usually follows the conclusion and determination of disciplinary proceedings by the TSC. A teacher may be terminated on appropriate grounds, as provided for under the Code of Conduct and Ethics for Teachers.

Exit from the teaching service by retirement may be on grounds of age, public interest, or medical grounds. A teacher on permanent terms of service who retires on grounds of age, public interest or medical grounds shall be eligible for pension or gratuity in accordance with these regulations and the NASSIT pension scheme. On retirement and as provided for in the Collective Agreement, a teacher's salary must continue to be paid until and unless terminal and pension benefits have been paid by the employer and NASSIT. Where a teacher is considered for retirement by the TSC on grounds of ill health, the Commission shall establish a Medical Board to consider the teacher's health circumstances.

If a teacher is being retired in the public interest, the TSC shall consider every available report regarding a complaint against the teacher, after which it may conclude that it is undesirable to retain the teacher in the teaching service. In such cases, the TSC shall:

- (c) set out the circumstances of its preliminary decision to retire the teacher and request that the teacher responds within thirty (30) days; and
- (d) upon receipt of the teacher's response, the Commission may decide to carry out further inquiry into the complaints; or may decide to retire the teacher on grounds of serving the public interest.

A teacher who retires on grounds of public interest under this regulation shall not lose any pension entitlements.

A teacher who voluntarily retires from the teaching service shall give the TSC a three (3) months' notice of his or her intention to retire. On the other hand, if the TSC requires a teacher to retire, it shall give the teacher notice of at least three (3) months. Where no notice is issued by either of the parties, the party initiating the retirement shall pay to the other the equivalent of one (1) month's severance pay in lieu of notice.

A teacher can be declared redundant by the TSC, where the teacher's position is made redundant because of changes in government policy, national curriculum, school organisation, or restructuring of the Commission. In the case of such redundancy, the TSC shall:

- (e) Notify the teacher, the teacher's trade union (where applicable), and the Commissioner for Labour, of the reasons for the redundancy; not less than three (3) months to the date of termination.
 - (f) Have regard to the seniority in the teaching service as well as the skills and competency of a teacher affected by the redundancy to determine how this redundancy affects the policy of retaining competent and experienced teachers in the teaching force.
 - (g) Issue the teacher with one month's notice in writing or pay an equivalent of one month's salary in lieu of notice.
- A teacher who exits the service, through resignation, retirement, age limit, redundancy and transfer may be re-employed by the Commission subject to:
 - (a) Existing terms and conditions of service; (b) Recruitment guidelines; and (c) Approval by the Commission.
 - A teacher re-employed under this section must be required to comply with the current terms and conditions, as opposed to conditions which may have existed under the teacher's previous employment in the teaching service.

27. Conducive Working Environment

Requirements, Commitments and Recommendations

A conducive working environment is critical for effective teaching and learning. It is important to note that conducive conditions under which teachers teach are the same conditions under which children learn best. Sierra Leone still suffers from post-war infrastructure damages that have resulted in inadequate classrooms, laboratories and libraries in learning institutions. Classrooms tend to be overcrowded and of poor condition despite continuing investments in education infrastructure. To address this situation in view of the policy on free quality education, the Government is committed to working with partners, proprietors, and managers to implement the following measures for conducive and enabling learning environments that are safe and violence-free for teachers and learners.

- Provide school buildings that are safe, secure, gender and disability sensitive, attractive in overall design and function, and constructed in accordance with established WASH standards and with emphasis on durability, adaptability, and maintenance.
- Ensure standards for class size that facilitate effective teaching and learning.
- Provide adequate quality teaching and learning materials (TLMs) for effective and efficient service delivery by teachers.
- Establish an eight-hour working day as the standard for teachers.
- Address Ebola, Cholera, and HIV/AIDS as work place issues requiring prevention, treatment, confidentiality, non-discrimination, care and support for teachers and pupils/students living with or affected by these conditions.
- Teachers with disabilities shall be encouraged to work on an equitable basis with others.
- Ensure that school infrastructure is adequate and user-friendly for teachers and pupils/students with disabilities.
- Provide reasonable facilities/opportunities to teachers with disabilities; e.g. adapted TLMs, schedules, and assistive devices.
- Affirmative action measures, such as special entry employment, promotion and leave terms of teachers with disabilities.
- Encourage the responsible use of modern technology in schools to supplement teaching and learning.
- Use ICT as a tool to improve teacher training, personal, and professional development.
- Responsible use of social media for the exchange of information and innovative ideas by teachers.
- Disciplinary action shall be taken for the misuse of social media.

In addition to these types of measures, proprietors and managers can do much more to improve the physical, social, and psychological working environment in which teachers operate. The following are some of the ways of creating a conducive working environment:

- Create an institutional ethos in education institutions based on traditions and culture of the school and its' community of past and present students. This can be used to build a sense of identity and belonging amongst teachers and students alike.
- Encourage team-building by school leaders, managers, and administrators so teachers can feel they are part of achievements.

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- Provide for psycho-social support and care of teachers and pupils as required.
- Cultivate a movement of mutual respect amongst teachers as a peer group of professionals within and across schools.
- Make every school a rights-respecting institution.
- Ensure zero tolerance for bullying, threats, intimidation, and arbitrary punitive measures.
- Ensure zero tolerance for gender bias, sexual harassment/assault, and gender-based violence.
- Ensure zero tolerance for bribery, corruption and all forms of dishonesty and malpractice in education institutions.
- Create a working environment that is free of all forms of discrimination, including gender, ethnicity, religion, and geography.
- Create a working environment that is welcoming for teachers, with space for non-teaching work as well as rest/relaxation.
- Ensure that teachers do not misuse or misappropriate resources made available to support a conducive working environment.

Summary of Teacher-Employer Relations on Working Environment	
TEACHERS & AGENCIES	EMPLOYERS & AGENCIES
<p>Obligation to support conducive working environment through interaction between teachers and approach to learners and school management.</p> <p>Duty to refrain from misuse and misappropriation of institutional resources.</p> <p>Responsibility to protect institution facilities and use equipment responsibly.</p> <p>Participate in or help organise routine maintenance of physical facilities and the school environment as may be appropriate.</p>	<p>Obligation to invest resources towards creating and maintaining a working environment that is conducive to teaching and the well-being of teachers.</p> <p>Obligation to eliminate forms of bias and discrimination in the environment of the education institution.</p> <p>Duty to eliminate bribery, corruption, impersonation and fraud in the school working environment.</p> <p>Promote an institutional ethos that generates a sense of identity/belonging for all who work at the education institution.</p>

28. Terms and Conditions of Service

Rights, Responsibilities, Duties, and Obligations

The teacher recruitment process outlined in the 2019 National Policy on Teacher Management stipulates that the TSC may employ teachers on a permanent basis or on a contract basis. In both cases, it is the duty of the TSC to provide recruited teachers with:

- A full “Offer of Employment Letter” that indicates comprehensive terms regarding status of employment (permanent or contract), probationary terms if applicable, salary scale, pension rights, etc.
- A “Posting Letter” (indicating deployment location) to all teachers appointed, whether on permanent terms or on contract terms.

- An “Acceptance Form” that must be completed, signed, and returned to the TSC by all appointed teachers.

As regards the terms and conditions of service, salary is an important determinant in recruiting, retaining and motivating competent and dedicated professional teachers. To address this issue the TSC is committed to providing a competitive remuneration package that is in line with national policies and favourably comparable to remuneration in other attractive professions. This commitment is reflected in teacher-employer relations as follows:

- Teachers’ salaries shall be negotiated with their union representatives through the Trade Group Negotiating Council.
- Advocate for salaries and overall remuneration for teachers that reflect the importance attached to education in Sierra Leone.
- Payment of teachers’ salaries shall be prompt and regular with special attention to teachers in remote areas.
- Fix remuneration to afford a decent standard of living for teachers and their families.
- Invest in Continuous Professional Development (CPD) to enhance competencies, so teachers can provide value for money.
- Set remuneration at levels equivalent to other public sector workers with similar qualifications and competency requirements.
- Provide remuneration levels that reflect the responsibilities of teachers as set out in objectively defined job descriptions.
- Teachers shall be entitled to receive annual increments.
- Offer equal remuneration for men and women teachers for work of equal value.
- Fair and equitable leave is key to effective teacher motivation and a right of all teachers.
- Various types of leave shall be provided for including annual leave, study leave, compassionate leave, and Maternity leave.
- Teachers shall remain employed and keep their employment terms while on any period of agreed leave;
- Seniority, pay grade, continuity of service, pensions purposes and other normal conditions of service shall not be discontinued during leave periods;
- Eligibility for promotion and pension shall also be safeguarded during the leave period.

- Study leave with or without pay shall be granted subject to prevailing criteria for such award, with such leave counted for seniority and pension purposes.
- The TSC shall determine priority areas for the award of study leave with pay and the duration of such leave.
- Science and Technology teachers should have taught for at least three years to qualify for study leave, while others will only qualify if they have taught for at least five years.

To ensure that teachers everywhere and at all levels enjoy social security protection, the TSC shall enrol all recruited teachers with the National Social Security Insurance Trust (NASSIT). Further measures to be taken by TSC for the benefit of teachers include:

- The mandatory retirement age for the teaching profession shall be 60 years, subject to future changes.
- The TSC shall give a one-year notice of retirement which shall be communicated to NASSIT and the teacher.
- Teachers who retire upon attainment of the mandatory age of 60, shall receive full pension if they have contributed to the NASSIT scheme for fifteen years and above.
- A retirement grant will be paid to teachers who retire but have not contributed for the minimum period of fifteen years.
- NASSIT shall pay retirement benefits immediately after the last date of service and not later than 90 working days.
- Teachers can also benefit from early retirement at the age of 55 years and receive a reduced pension.
- Teachers can be retired on medical grounds as certified by the NASSIT medical board and with all benefits paid.

29. Health and Safety at Work

Rights, Responsibilities, Duties, and Obligations

A specific aspect of the school environment in Sierra Leone concerns health and safety at work. Employers have a duty to invest in a healthy and safe working environment. The Government can establish and enforce health and safety standards as pre-requisites for approving schools in Sierra Leone. These standards could include construction of facilities that are structurally safe and free of health hazards such as leaking roofs, damp walls, dangerous toilets, and pest infestation. Health and safety at work also involves prevention of accidents through first aid, road safety

drills, etc.; as well as maintaining a healthy environment with adequate WASH facilities and safe health practices such as hand-washing. In Sierra Leone, attention also needs to be given to the prevention of disease such as Ebola, Cholera, Malaria, HIV/AIDS and routine water-borne illnesses. Proprietors can also invest in measures like school fencing, gates, and landscaping as a contribution to health and safety at work in education institutions. In addition, proprietors can invest in some form of “Teacher Care Zones” (staff rooms) within which teachers can do their lesson preparation work, or have meal breaks, or take periods of rest, or do some leisure reading, and interact informally with their peers.

Teachers have a right to expect that employers and proprietors will provide for health and safety at work. However, expectations need to be tempered with the reality of what is affordable for different education institutions. In TVET institutions for instance, teachers do work with a wide range of tools and equipment which may lead to accidents. It would be reasonable not only to invest in prevention measures but also to provide some form of insurance cover for teachers who use such machinery. On the other hand, expecting proprietors to provide this type of insurance in a primary school may be inappropriate and unreasonable.

Summary of Teacher-Employer Relations on Health and Safety at Work	
TEACHERS & AGENCIES	EMPLOYERS & AGENCIES
<p>Exercise right to health and safety at work and request reasonable levels of provision by proprietors and management.</p> <p>Contribute to health and safety at work through responsible behaviours and adherence to appropriate rules and regulations on health and safety.</p> <p>Take appropriate measures to safeguard personal health and safety at work.</p>	<p>Invest in reasonable provisions to promote health and safety at work for all teachers, students, and managers.</p> <p>Invest in periodic staff training (through MoH and similar bodies) for health and safety in the work place.</p> <p>Regularly review and upgrade health and safety measures in the institution.</p>

30. Legal Protection and Assistance**Rights, Responsibilities, Duties, and Obligations**

Teachers may incur liabilities or be subject to legal proceedings in the course of carrying out their official duties. In such cases, teachers have rights and employers have obligations relating to legal assistance and other forms of support. In particular, the TSC is committed to offering support for teachers to deal with legal issues and problems, in line with its mandate to address the well-being of teachers. The TSC also has an obligation to put in place appropriate insurance arrangements that would facilitate this type of assistance to teachers. The extent, limitations, and conditions under which such proposed support can be provided by the TSC are outlined in detail in the 2019 National Policy on Teacher Management and are **subject to interpretation by the TSC Legal Practitioner**. In summary, the key points to note on teacher-employer relations are as follows:

- (a) As an employer, the TSC shall not be involved in any way in legal proceedings where a teacher is charged with a criminal offence.
- (b) As an employer, the TSC shall not be involved in any way in civil proceedings regarding private litigation that is unconnected with the official position or official duty of a teacher.
- (c) The TSC may decline to provide legal assistance or meet the costs of any award against a teacher, if it judges that the actions of the teacher breach established policy and regulations.
- (d) A teacher may apply to the TSC for legal assistance if a civil suit is instituted against him/her for an action or omission arising out of the discharge of his/her official duty. Official duty in this regard does not include trade union or similar activities.
- (e) The TSC requires that such an application shall be submitted together with a report prepared by the Head of its District Office (TSC-DO), with details of the particulars of the case against the teacher.
- (f) The TSC shall first assess whether the subject of litigation falls within its mandate and then assess the associated risks involved.
- (g) Where it is judged appropriate, the TSC may take steps to settle a matter out of court, rather than provide legal assistance.

- (h) The TSC shall seek (free) legal assistance from the Attorney-General; and consult with the Attorney-General and the Ministry of Finance on use of public funds to settle any damages or costs awarded against a teacher in civil proceedings.

Summary of Teacher-Employer Relations on Legal Protection and Assistance	
TEACHERS & AGENCIES	EMPLOYERS & AGENCIES
<p>A teacher has the right to seek legal assistance from his/her employer if s/he faces a civil suit arising from the discharge of official functions and duties.</p> <p>A teacher has an obligation to apply for TSC legal support immediately upon receiving the summons; provided he/she has not engaged the services of a private legal practitioner.</p> <p>A teacher must obtain the written consent of the TSC before instituting civil proceedings relating to the teacher's official position or official duties.</p>	<p>The TSC shall arrange with the Office of the Attorney-General to undertake the defense of a teacher and to provide free legal representation.</p> <p>In dealing with a summons against a teacher, the TSC will consult the office of the Attorney-General regardless of whether the teacher requires legal assistance or not.</p> <p>In consultation with the Attorney-General and the Ministry of Finance, the TSC shall use public funds to settle damages or costs awarded against a teacher in civil proceedings.</p>

31. Professional Status & Standards

Rights, Responsibilities, Duties, and Obligations

A major goal of the Teaching Service Commission is to establish and cultivate a fully professional teaching service in Sierra Leone, whereby all who teach in education institutions will have the requisite initial education and training, as well as engaging in continuous professional development throughout their career in the teaching field. In line with this, one of the key responsibilities of the TSC as an employer is to facilitate, support, and enforce professionalism in the teaching service. For their part, teachers are expected to pursue and uphold standards of professionalism in the execution of their duties as well as in their general demeanor and comportment, and in their relations with the

public. In practice, professional status is not only to be achieved through the efforts of teachers; but also needs to be ascribed on teachers by others, such as employers, students, parents, communities, and the general public.

Teachers in Sierra Leone have a major deficit gap to overcome in relation to how others perceive teachers and their work. Over the years, persistent allegations of corrupt practices and negative behaviours have sullied the reputation of teachers and detracted from the many positive results which they achieved in the face of national problems and disasters. The establishment of the TSC presents an opportunity to transform the perception of teachers and their work.

Summary of Teacher-Employer Relations on Professional Status and Standards	
TEACHERS & AGENCIES	EMPLOYERS & AGENCIES
<p>Demonstrate and uphold professional standards in all aspects of their work.</p> <p>Aspire to earn the trust, respect, and confidence of employers, learners, parents, communities, and the general public in all aspects of their services.</p> <p>Focus on delivering results in terms of learning achievement that would serve as value for money invested in teachers.</p>	<p>Recognise and respect the professionalism of teachers in all transactions.</p> <p>Promote teaching as a noble profession in all public advocacy statements and publicity materials.</p> <p>Champion teaching as a profession and issue awards/prizes in recognition of the best performing teachers in the national teaching service.</p>

32. Ethical Standards and Practices

Rights, Responsibilities, Duties, and Obligations

The teaching profession involves dealing with children and young people, respecting their rights and safeguarding their well-being. As such, teachers are supposed to be role models and also self-discipline is crucial in the performance of their job. Adherence to accepted standards of behaviour is imperative to the stability of work relations. Progressive discipline keeps workers on the check and enhances confidence. Negative behaviour defames the individual teachers and degrades the profession. Teachers are the first public contact of learners after their parents. A code of discipline that binds the teachers to work as a team and display high moral standards is now in operation. It is pertinent to note that both the teachers' Code of Conduct and the Collective Agreement have provided for disciplinary procedures. In recent times, there have been incidences of unwarranted behaviour including school related gender-based violence which has eroded the confidence reposed in teachers by education authorities, parents, and pupils/students.

The TSC shall take steps to ensure improved performance and adherence to the accepted norms and to safeguard teaching as a noble and respectable profession. Some of the measures to be taken will include:

- Outline all the expected behaviour of professional teachers in a comprehensive national code of conduct.
- Teachers have a right to be provided with information on their duties including unacceptable professional behaviour.
- Organise and create opportunities for teachers to improve on their conduct and demonstrate behavioural changes.
- Set up disciplinary committees that include school authorities, union representatives, and other education stakeholders.
- Carry out investigations consistent with the policy and practice.
- Disciplinary actions shall be determined by the degree of severity and frequency of the behaviour. Less severe breaches will attract verbal warning whose proceedings must be documented.
- Disciplinary offenses may include but not limited to absconding from duty, recurrent lateness, sexual harassment, physical violence, child labour and drug abuse in schools.

- Sale of food and non-food items to pupils/students in school, assignment for money, favouritism, sex for grades, examination malpractices, teaching without lesson notes, and any other malpractices shall also be considered as crimes.

The TSC has now published a comprehensive Code of Ethics for teachers, which is available on the TSC website **www.tsc.gov.sl** This outlines in detail what is expected of teachers and the consequences of breaching guidelines on professional conduct. It also spells out the rights of teachers to appeal against decisions that are perceived as unfair or unjust.

33. Teacher Development & Performance

Brief Note on Issues and Provisions

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

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

- Teacher performance as a facilitator of learning in implementing the prescribed curriculum/syllabus
- Teacher performance as a member of a team and execution of specific responsibilities
- Teacher's professional conduct and compliance with the Code of Conduct

- Achievement of professional development objectives that the teacher has set for himself or herself.

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

34. Teacher Development Overview

Rationale and Support for Professional Development of Teachers

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

34.1 Understanding Teacher Professional Development (TPD):

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

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

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

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

To this end:

- (a) Every teacher shall be encouraged to develop a personal professional development plan and shall receive suitable mentoring and support to enhance their professional development, based on their assessed needs and their personal PD plan. These plans will be driven by the career aspirations and areas of professional specialisation or interest of each teacher.
- (b) The TSC and all other teacher employing agencies shall put in place adequate measures to facilitate and safeguard the right of all teachers to participate in appropriate Teacher Professional Development opportunities for career advancement.
- (c) A culture of continuous improvement in teaching and learning shall be embedded in the philosophy and values of all schools. Education employers and managers shall therefore be responsible for contributing to the PD of teachers and school leaders.

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

34.2 Contribution of TPD to Cultivating a High-Quality Professional Teaching Force:

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

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

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

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

- (b) Specific responsibilities, such as mentoring or organisation of PD opportunities, shall be reflected in the conditions of service of all teachers; and shall give rise to either payment of allowances or other incentives, or to a reduced teaching load.
- (c) The career structure for teachers shall include vertical and horizontal career pathways that are different but of equal status.
- (d) The vertical career pathway allows those with leadership and management potential to become education managers or school leaders following specific training and demonstration of compliance with the professional Standards for school leaders; not by the traditional practice of simple promotion.
- (e) On the other hand, the horizontal career pathway shall allow for experienced and highly gifted teachers to remain in the classroom and achieve advancement (as well as financial reward) into positions where they continue to facilitate and enhance quality learning achievements, whilst also acting as mentors to new cadres of teachers.
- (f) The new professional career structure provides for four (4) stages in the career of classroom teachers, viz: New Teacher; Proficient Teacher; Highly Accomplished Teacher; and Distinguished Teacher. The professional Standards published by TSC set out criteria for advancement to each of these stages.
- (g) In general, the teacher career structure shall be integrated with the salary scale for teachers, such that increments are triggered by successful completion of planned professional development programmes and appropriate appraisals.

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

- (a) Such teachers are provided with school-based PD opportunities that would enable them to meet the standards whilst they continue to teach. They will have a maximum of 5 years to achieve the standards and be absorbed into the teaching force.

- (b) The TSC shall cease to employ unqualified and untrained teachers, so those who fail to meet the standards will not be absorbed into the teaching force. But they may be employed as Classroom Teaching Assistants to work alongside and assist professional teachers; as and when there is official provision for this role within the structure of the national teaching force.
- (c) For unqualified and untrained teachers already in the system to be employed as Classroom Teaching Assistants, they would need to take part in PD programmes designed to develop the requisite skills for this role. They shall also be subject to performance monitoring.

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

- (a) Selection/admission for initial teacher education and training in a recognised tertiary education institution;
- (b) Initial teacher education that includes a practicum or supervised/supported teaching practice (or equivalents);
- (c) Achieving “Qualified Teacher” status, following successful completion of initial teacher education;
- (d) A probation period (min. 3 months / max. 6 months) of teaching; whilst receiving mentoring, support, and supervision;
- (e) Licensing and Certification by the TSC as a professional teacher; upon successful completion of the probation period;
- (f) Serving as a “New Teacher” for a minimum of two years, whilst benefiting from ongoing support and mentoring;
- (g) Becoming a “Proficient Teacher”, on compliance with criteria set out in the Professional Standards (for min. of 3 years);

- (h) Becoming a “Highly Accomplished Teacher”, if able to meet the criteria laid down in the professional Standards;
- (i) Achieving the ultimate status of “Distinguished Teacher”, if able to meet criteria set out in the professional Standards;

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

34.3 Initial Education and Training Processes:

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

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

34.4 Induction Training Processes:

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

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

34.5 Continuous Professional Development (CPD):

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

- (a) The personal PD plans of individual teachers and groups of teachers in the same district, based on the aspirations and interests of these teachers as regards various areas of competence in the teaching profession.
- (b) The PD plans of schools and their communities, which would normally be based on informed and guided assessments made by their Governing School Boards or Councils.
- (c) The PD plans for schools in a district based on assessments of the TSC District Officials and Deputy Directors of the MBSSE in the district. This would normally reflect weaknesses identified in assessing the performance of teachers across the district.

- (d) National level assessments of emerging needs for teacher competencies based on performance evaluations or requirements for meeting the needs of a new curriculum or education plan.

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

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

34.6 Teacher performance management

The performance management system of teachers and school leaders shall be based on the professional Standards framework. Teacher appraisals shall focus on the teacher's professional conduct and compliance with the Code of Conduct, performance as a member of the teaching team and of specific responsibilities, and achievement of PD objectives.

Performance management shall be both formative and summative, so as to balance accountability with identifying and meeting PD needs.

The performance management system shall measure individual teachers' progress against their PD plan: appraisals and feedback shall be closely tied with PD, assessing the success of the previous phase and allowing objectives to be defined for the next phase.

Performance management shall focus on improving professional knowledge, professional practice and professional engagement linked to school-wide evaluation, strategy and goals.

34.7 Teacher performance monitoring

Teacher performance monitoring shall be based on an annual cycle corresponding to the school year¹. This shall include:

- a planning meeting between the teacher and their manager in September/October to agree new PD objectives for the school year, assess these against the professional Standards and agree on the evidence/success criteria and PD plan;
- monitor and review progress throughout the year, including regular dialogue between the teacher and their manager throughout the year; and a mid-year review half way through the school year;
- an annual appraisal meeting at the end of the school year (or in September to allow TPD activities undertaken during the school vacation to be included) to assess progress and achievements, offer career guidance and make decisions or recommendations regarding career and/or reward progression).

Annual appraisal meetings shall be conducted between the teacher and a panel of three (3) : the school leader, a TSC representative and a third person of the teacher's choice, e.g. a SLTU representative, mentor or teacher colleague, to ensure equitable treatment and transparency. Subject area specialists may advise the panel in evaluating candidate's knowledge of subject specific content and pedagogy, especially at JSS and SSS level.

The meeting will be based on a self-appraisal exercise completed in advance by the teacher.

This will include evidence such as teaching observation notes, peer assessment notes, the teachers' PD portfolio, lesson plans, research notes, materials developed, photographs of classroom practice, etc.

34.8 Teacher appraisals

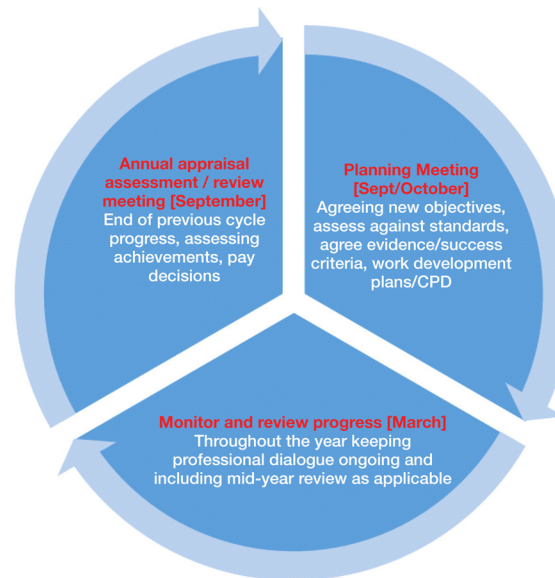
Teacher performance monitoring shall be based on an annual cycle corresponding to the school year (see Schema 1 below). This shall include:

- a planning meeting between the teacher and their manager in September/October to agree new PD objectives for the school year, assess these against the professional Standards and agree on the evidence/success criteria and PD plan;

1 A draft teacher performance monitoring plan is presented separately but is integrated with the present policy guidelines

- monitor and review progress throughout the year, including regular dialogue between the teacher and their manager or mentor throughout the year; and a mid-year review half way through the school year;
- an annual appraisal meeting at the end of the school year (or in September to allow TPD activities undertaken during the school vacation to be included) to assess progress and achievements, offer career guidance and make decisions or recommendations regarding career and/or reward progression).

Annual appraisal meetings shall be conducted between the teacher and a panel of three (3) : the school leader, a TSC representative and a third person of the teacher's choice, e.g. a SLTU representative, mentor or teacher colleague, to ensure equitable treatment and transparency. Subject area specialists may advise the panel in evaluating candidate's knowledge of subject specific content and pedagogy, especially at JSS and SSS level.



Schema 1: The appraisal process

34.9 Before the appraisal meeting

The meeting will be based on the following elements:

- a self-appraisal exercise completed in advance by the teacher (see example in annex 1);
- the teacher's PD portfolio;
- a minimum of [3] duly completed lesson observation sheets (see example in annex 2);
- any other relevant documents which the teacher, their mentor or immediate manager wishes to include. These may include but are not limited to: lesson plans, research notes, materials developed, photographs or phone recorded videos of classroom practice, etc.

These elements will be prepared by the teacher in advance and submitted to the panel at least three days before the appraisal interview. They shall form the basis and of the questions asked by the members of the panel.

34.10 During the appraisal meeting

The objectives of the appraisal meeting are accountability: to ensure the teacher is complying with their contractual obligations and the Teacher Code of Conduct; and identifying and meeting PD needs: assessing progress and achievements and offering career guidance, in order to make decisions or recommendations regarding career and/or reward progression. The appraisal meeting shall last between forty-five (45) minutes and an hour. During the meeting, members of the panel ask the teacher questions, basing these questions on the elements submitted. The questions shall follow the order laid out in the teacher self review. They shall focus on the four main areas:

- (i) Professional development and performance,
- (ii) Teaching and learning,
- (iii) Pupils' learning experiences and progress.
- (iv) Professional conduct and compliance with the Code of Conduct for teachers.

Questions should balance accountability with identifying and meeting PD needs. The teacher is given the opportunity to respond to these questions. Teachers should be given clear feedback about their performance, including those aspects of their performance which are not meeting the required level. Measures to address these issues should be laid out in the PD plan for the coming year. Teachers should be offered immediate, credible, concrete support to improve and a realistic time frame to demonstrate improvement.

The outcomes of the appraisal meeting are: i) preliminary PD objectives for the PD plan for the next school year, to be formalised during the September/October planning meeting, when the PD plan for the coming year will be agreed and ii) a decision regarding career and/or salary progression.

The preliminary PD objectives for the next school year will be agreed between the teacher and the panel during the meeting. The panel will transmit its recommendation about career and/or salary to the district TSC office immediately after the meeting.

34.11 After the appraisal meeting

Once the panel's recommendation about career and/or salary has been referred to the district TSC office, the decision regarding career and/or salary will be communicated to the teacher in writing within a period of two weeks. Where teachers are found to be performing below the criteria set out in the relevant Standards, they should be given clear written feedback about which aspect of their performance are not meeting the required level. Teachers who are not performing to an acceptable level will be offered a plan of support to improve and a realistic time frame to demonstrate improvement. Underperforming teachers should only be removed from their posts if, over the course of three successive yearly appraisal cycles, these measures have been shown not to be succeeding in improving their performance.

35. General Strategies for TPD

The How, Why, and What, of Teacher Professional Development

35.1 Shifting Investments from Remedial to Formative TPD

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

TPD in Sierra Leone has been largely remedial. Investments in the in-service training of teachers have been designed to bring unqualified and untrained teachers up to a satisfactory level of performance, as well as to address gaps in

teachers' existing education, knowledge and skills. There have also been ad hoc provisions to help teachers address emerging issues such as the HIV/AIDS or Ebola pandemics. Investments in remedial and ad hoc TPD shall be reduced as much and as rapidly as feasible.

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

35.2 Focus on Needs-Based and School-Based TPD

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

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

35.3 Principles of Inclusion and Equity:

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

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

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

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

35.4 The Special Case of Gender

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

- (a) Support to female teachers/candidates through: mentoring by senior female colleagues; professional learning circles or other PD activities coordinated by senior female colleagues; and providing CPD opportunities at family-friendly times, etc.

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

35.5 The Case of Persons with Disability (PwD)

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

35.6 Teachers as Reflective Practitioners

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

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

36. TPD Opportunities & Provisions

Main Providers and Types of Provisions Available for Teachers

36.1 Budgetary Provisions:

- 36.1.1 National Budgeting:** The Government of Sierra Leone (MoFED, MBSSE, TSC, MTHE) shall develop budgets and identify funding sources for implementation of teacher professional development policies. Budgetary provision will be made to ensure that over time (and within a structured and fully costed implementation plan), the following shall be appropriately covered:
- (a) Funding to establish in-service TPD system elements, viz: introduce the requisite systems; build capacity of the main actors; make electronic PD materials available to teachers; give teachers access to computer equipment and internet access; establish resource centres with teaching and learning materials; recruit mobile resource teachers to support in-school PD of teachers.
 - (b) Annual budgets allocated to districts for regular and targeted CPD of teachers and school leaders, including a per capita CPD entitlement for all schools in the district;
 - (c) Targeted budgets to provide CPD opportunities to all non-professional teachers, that will prepare them to meet the requisite Professional Standards for new teachers within a five-year timeframe;
 - (d) Funding to improve initial teacher education institutions in terms of their infrastructure and equipment such as: computers; internet access; resource centres with teaching and learning materials; professional development for teacher educators; etc.;
 - (e) Annual budgets for initial teacher education and training, including adequate per capita funding for students as well as for the Continuous Professional Development of teacher educators;
 - (f) Reform of teacher salaries, linking a new teacher career structure (that reflects the agreed professional Standards) with the revised public sector salary scale, and ensuring that salaries due are paid as planned and on time;

- (g) Reform of school leader salaries, aligned with successful completion of specific training in school leadership and management, including increments triggered by successful completion of planned professional development and appraisals;
- (h) Progressively ensuring trained/qualified and experienced teachers are duly appointed school leaders in adequate numbers for the needs of the country and are put on the government payroll, as space is created by attrition and payroll cleaning;

36.1.2 Costing TPD Plans: TPD implementation plans shall be fully costed but also adjusted to reflect levels of available resources. This requires the TSC to consider the concept of an “affordable teaching force” in Sierra Leone. Design and implementation of TPD plans and budgets shall be adjusted based on identified key priorities, including trade-offs between competing priorities.

36.1.3 Advocacy for Financing: It is likely that TPD can be most effective in improving teacher professionalism if it is associated with a reward structure that reflects a career path based on professional Standards. As such, agencies involved with teachers (TSC, MBSSE, MTHE, and MoFED), as well as education development partners shall be canvassed by TSC to explore all available funding sources and commit to facilitating the TPD implementation plan over an agreed period. This requires that national and international partners shall allocate predictable annual or multi-year budgets for initial teacher education and in-service teacher professional development during the agreed period. This shall be used as an interim support mechanism to allow time for TPD budget stabilisation, at a level that is affordable within the national budget of Sierra Leone.

36.2 Provisions for Initial Teacher Education and Training:

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

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

Name of Institution	Teacher Courses, Duration, and Entry Requirements
Fourah Bay College, University of Sierra Leone (FBC-USL)	Founded in 1827 by CMS for the training of missionaries and teachers. Became a degree granting institution in 1876 with affiliation to Durham University. A leading institution in the University of Sierra Leone. Offers a Post-Graduate Diploma in Education (Dip. Ed.), as well as Bachelor's & Graduate Degrees in Education.
Njala University (NU)	Set up in 1924 to train teachers; became Njala University College in 1964; constituent college of the university of Sierra Leone in 1972; and a separate university (Njala University) in 2004, under the new University Act. Offers TC, HTC Primary and HTC Secondary courses.

Ernest Bai Koroma University of Science & Technology (EBKUST)	The Northern Polytechnic merged Makeni Teachers' College and Magburaka Technical Training Institute. Northern Polytechnic now merged with Teko Veterinary Institute, Port Loko Teachers College, and an Arabic College in Magburaka, to form EBKUST. Offers TC, HTC Primary and HTC Secondary Courses.
Eastern Polytechnic (EP)	Established under the Polytechnic Act of 2001, from a merger of Bunumbu Teachers' College (1933) and Kenema Technical Institute (1957). Offers TC, HTC Primary and HTC Secondary courses for teachers.
MMCET – Milton Margai College of Education & Technology	Established in 2001; merged Milton Margai College of Education (Milton Margai Teachers' College of 1960); Freetown Technical Institute; and Hotel & Tourism Training Institute. Offers HTC Secondary and B.Ed. courses.
Freetown Teachers' College (FTC)	Founded in 1964 by The Anglican Diocese to increase number of trained teachers in primary schools. Offers TC, HTC Primary and HTC Secondary courses, and a distance learning programme for untrained teachers.

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

- (a) Teacher educators shall hold preferably a Masters' degree and at least a Bachelors' degree and Higher Teaching Certificate (HTC). Teacher educators without a Masters' Degree shall be required to enrol on a Masters' programme and successfully complete this within 3 years of their recruitment. Tuition fees for teacher educators in such courses shall be waived and these teacher educators may benefit from a reduced workload for the duration of their qualifying course.
- (b) Teacher educators shall demonstrate they are lifelong learners who are aware of the latest research in their specialist domain and able to apply this in the education/training of student teachers. Teacher educators shall be encouraged to engage in education research (especially collaborative action research), as part of the criterion for promotion and career advancement.

- (c) Teacher educators shall demonstrate awareness of a variety of pedagogical approaches and shall be capable of modelling or regularly using effective and innovative facilitation methods as an example to the trainee teachers they prepare.

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

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

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

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

- Funds and technical assistance to support the TSC and education ministries in the management and coordination of TPD.
- Funds and technical assistance for design and implementation of a fully costed TPD plan, through Certified TPD Specialists.
- Funds and technical assistance to research the impact and cost-effectiveness of different models of TPD.

36.2.6 Private Sector Providers: The identification of TPD needs will create a demand for the development and delivery of a variety of new TPD courses and products. Private sector providers may develop/offer such in-service TPD courses/products for teachers, subject to accreditation by the TSC and provided these in-service TPD courses are delivered by certified CPD Specialists.

36.3 Provisions for Induction Training During Probation:

36.3.1 First Phase Induction Process – This shall take place upon graduation from a tertiary institution as a qualified teacher, and the focus shall be on orientation of newly qualified teachers to the requirements of the teaching profession and the rights of teachers within the profession. The induction process shall be jointly planned and executed by TSC and the SLTU in all districts across the country. Selected school(s) in each district shall be used as the venue for this initial induction training, and selected teacher educators, school leaders, or senior teachers may be used as resource persons to support the exercise.

36.3.2 Second Phase Induction Process – This shall take place within the first 6 months (maximum probation period) of appointment to a teaching position in a school. The focus shall be on familiarising newly appointed teachers with the professional standards, ethos, and ethics of the teaching profession; as well as the realities of classroom practice, school organisation/management, curriculum delivery, pedagogical issues and assessment of student learning. The induction shall take place within the school and shall be jointly planned and implemented by the school management, teacher college staff, and the TSC.

36.4 Provisions for Continuous Professional Development (CPD):

36.4.1 Formal and Informal CPD: The policy shall recognise the value and role of different forms of formal and informal TPD such as: qualification programmes; in-service courses/workshops; participation in research activities; participation in professional networks or communities of practice; active membership of subject associations; study visits to other schools; participation in school-based learning circles or teaching labs; mentoring; peer observation; self-study; reading professional literature; keeping a PD journal or log; and informal dialogue with colleagues to improve teaching.

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

36.4.3 Categories of TPD Activities: A wide and varied range of TPD activities shall be recognised for accreditation, and these can typically be categorised as follows:

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

36.5 Modes of Delivery of TPD:

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

- National and regional radio stations that are now proliferating across the country, through the new School Broadcasting System;
- Television stations involved in working with the new School Broadcast Unit;
- ICT, e-learning, m-learning, to deliver online courses or as platforms to support research, self-study or presence-based training;
- Blended learning that combines some presence-based training with autonomous study using digital materials;
- Conventional paper-based distance education systems;
- Digital resource banks, hosted by the TSC and/or by teacher education institutions and the SLTU.

36.5.2 Other Forms of Support for CPD: Some of the other forms of support that shall be considered for delivering the continuous professional development courses for teachers will depend on policy decisions and availability of resources; and they include:

- Mobile resource teachers or mentors e.g. School Support Officers who visit schools and offer professional support and guidance to teachers in their place of work, on lesson planning, delivery and learning assessment;
- Teacher Resource Centres (TRCs), where teachers can meet informally to: discuss pedagogical matters; plan and coordinate action research projects; host and attend local seminars and courses; access computers and the internet; access a small library, including selected teaching and learning materials.

37. Management & Coordination

Standards in Continuous Professional Development

37.1 Mandated Parties and Entities:

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

- (a) The Teachers' Unions** that have a mandate to seek the welfare of their members through bargaining for improved conditions on the one hand, and through advocating for or promoting the professional

development of members on the other hand. So, teachers' unions like the SLTU have a mandated interest in advocating for and facilitating the TPD rights of their members, as well as helping to build the capacity of their members to fulfil their roles in delivering quality education in Sierra Leone.

- (b) **The Tertiary Institutions** that have a mandate for initial education and training of teachers through the design and delivery of rigorous programmes that turn out qualified teachers. This includes some amount of supervised teaching practice in schools, and an obligation to follow up on the performance of their graduates in the school system. So, these institutions have a mandated interest in helping to shape the form and substance of continuous professional development programmes.
- (c) **The Ministry of Basic and Senior Secondary Education (MBSSE)** that has the mandate to make overall policy for education in Sierra Leone, and to provide quality assurance for the education that children and youths receive within the education system. As such, the MBSSE (especially the Quality Assurance Directorate) has a mandate to help shape and manage the overall quality of Continuous Professional Development programmes in Sierra Leone. This includes contributing to the process of establishing and monitoring quality standards for these programmes.
- (d) **The Teaching Service Commission (TSC)** that has the explicit and unique mandate *to consider all matters pertaining to teacher management and the improvement of the professional status and well-being of teachers*. This places primary responsibility with the TSC for establishing and maintaining professional standards in the continuous professional development of teachers. But it also implies the need for constructive consultation and cooperation with other mandated entities, and the TSC shall be expected to work closely with these other entities on matters to do with teacher professional development.

37.2 Management Leadership:

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

- Ensure that all in-service training through Continuous Professional Development programmes are aligned with the TSC Professional Standards outlined for teachers and school leaders.

- Co-ordinate and validate the Continuous Professional Development programmes designed/offered by the variety of in-service providers active in this area; including programmes that are commissioned by TSC, MBSSE, or other mandated entities.
- Establish criteria for accreditation of Continuous Professional Development programmes and courses and apply these criteria to determine if programmes meet the standards and deserve to be accredited by the TSC.
- Establish criteria for the certification of Teacher Professional Development Specialists (TPDS) and apply these criteria as the standard for certifying TPD facilitators and all those who deliver continuous professional development programmes.
- Maintain and update a roster of qualified Teacher Professional Development Specialists for official use by all agencies and partners who invest in the provision of continuous professional development programmes.
- Commission continuous professional development training opportunities for teachers and school leaders, in line with validated and evidence-based needs analysis for teachers, schools, districts or the whole education system.
- Coordinate and oversee teacher performance management; including licence renewal, promotion and career advancement based on criteria that include successful completion of agreed continuous professional development programmes.
- Coordinate periodic reviews of continuous professional development programmes to assess the impact on learning achievement of students and to ensure that standards for teacher career advancement are being achieved.
- Host and regularly update an electronic archive of CPD courses, resource materials, and opportunities for teachers.

38. TPD Roles and Responsibilities

Who Does What, Where, and When in TPD Processes

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

38.1 Teachers

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

38.2 Schools

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

- (f) Boards of Governors and School Management committees shall contribute to the performance management and regular appraisal of school leaders and managers.

38.3 Administrative Wards and School Clusters

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

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

38.4 Districts:

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

38.5 Ministry of Education (MBSSE) at District Level:

The MBSSE District Education Office, headed by a Deputy Director, is the highest education authority in the district and has many functions relating to: oversight for adherence to national policy; supervising implementation of official programmes and activities; and providing inspection and supervision services. Inadequate expert staff and resources continue to be perennial obstacle to successful execution of these functions. There is much to be gained therefore in facilitating cooperation and collaboration with the TSC and other key entities that operate at the district level. The tactical and operational benefits to be gained from working together include:

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

- All reports on education in the district could be shared with TSC colleagues in addition to being submitted to municipal/district councils and to the MBSSE HQ.
- There shall be full coordination between the offices of the MBSSE and TSC in determining the professional development needs of the teachers and school leaders in the district.

38.6 Teaching Service Commission (TSC) at the District Level

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

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

38.7 Ministries of Education (MBSSE & MTHE) at the National Level

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

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

38.8 Teaching Service Commission (TSC) at the National Level

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

- Establish Professional Standards for teachers and school leaders, to be implemented, monitored, and managed in collaboration with schools, teacher colleges, and the education ministries.
- Ensure that all in-service TPD programmes are aligned with the Professional Standards for purposes of validation and accreditation.
- Advise the ministries of education on initial teacher education, delivered through the teacher education institutions, such that this is aligned with the Professional Standards and with all other dimensions of Teacher Professional Development.
- Validate, accredit, and coordinate the wide range of professional development programmes offered by in-service providers.
- Establish criteria for the accreditation of in-service TPD programmes and courses and apply these to accredit in-service TPD programmes and courses which meet the criteria.
- Establish criteria for the certification of Teacher Professional Development Specialists and apply these to certify TPD facilitators or deliverers who meet the criteria.
- Maintain and regularly update an electronic roster of qualified and certified Teacher Professional Development Specialists, for the access, use, and benefit of all TPD service providers.

- License and register teachers based on demonstrated attainment of the competencies articulated in the Standards, following successful initial teacher education and induction.
- Manage teacher careers, including assignment of teachers to the appropriate stage/category on the career pathways, managing promotions, deployment, etc.
- Commission continuous professional development programmes and courses to provide opportunities for teachers and school leaders, as per the appropriate (evidence-based) needs analysis.
- Coordinate and oversee teacher performance management, in collaboration with MBSSE, including licence renewal/withdrawal.
- Coordinate periodic reviews of all continuous professional development programmes and courses, to maintain high standards for teacher career advancement and promote maximum impact on learning achievement of students.
- Host an electronic archive of teacher professional development programmes and resource materials for reference purposes and to facilitate learning from experience.
- Utilise the EMIS managed by the MBSSE to plan and monitor teacher careers, including recruitment, promotion, etc.

38.9 The Sierra Leone Teachers Union (SLTU)

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

- promoting the welfare of its members and negotiate with employers for improved work and employment conditions, including the right to continuous professional development opportunities;
- working with partners to promote the professional development of their members by commissioning and/or offering courses for continuous professional development that are validated and accredited by the TSC and delivered by Certified PD specialists.
- providing advice and helping to build the capacity of teachers to meet the requirements of the newly introduced TPD system. E.g. providing evidence of successfully completed PD programmes, or compile TPD portfolios for their members, etc.

- advising and helping to build the capacity of teachers to fill in the self-appraisal sheets, prepare for appraisal interviews, etc.
- serving as advocates for and defenders of the rights of teachers and school leaders to continuous professional development.
- Advising TSC on equitable implementation of licensure, performance management, promotion and compensation processes.

38.10 Formal Cooperation and Collaboration:

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

39. Interpretation

Official Meaning of Terms used in this Policy

“Agent” means any person or body recognised by the Commission to execute specific functions;

“Appointment” means the power conferred by the Commission on a registered teacher to perform teaching duties in any public educational institution;

“Chairperson” means a Chairperson appointed under Section 2 (3) (a) of the Teaching Service Commission Act 2011;

“Commission” means the Teachers Service Commission under the Teaching Service Commission Act 2011.

“Competitive promotion” means the promotion of a teacher following a successful evaluation process;

“Contract” means an agreement between a teacher and the Commission on terms and conditions of service;

“District Head” means the officer in charge of the Commission district office appointed by the Commission to perform its functions at the district level;

“Deployment” means appointment of a teacher to an administrative position, a higher administrative position, to the Secretariat of the Commission, in an acting capacity and includes posting from a primary institution to a post primary institution and withdrawal of administrative duties;

“Gazette” means the official Sierra Leone Gazette;

“Higher Teaching Certificate” (HTC) means a certificate issued by an accredited Teacher Training College

“Member” means a member of the Commission appointed in accordance with the Teaching Service Commission Act 2011.

“Next of kin” means a person(s) related to the teacher by blood, marriage or adoption and to whom the teacher has identified as such;

“Promotion” means the conferment of a higher grade on a teacher;

“Public School” means a public learning institution funded from public funds to which the Commission is mandated under law to assign teachers. It shall include a primary and post primary learning institution;

“Private School” means a school established, owned or operated by private individuals, entrepreneurs and institutions;

“Recruitment” means the process of hiring a registered teacher;

“Redundancy” shall have the meaning of a teacher whose services are no longer required due to over staffing, restructuring, or other policy change.

“Register” means the register of the teachers as provided for by Section 9(2) (b) and (c) of the Act;

“Registration” means the process of having a teacher’s name entered in the Register in accordance with Section 2 (b) of the Act;

“Removal from the register” means a decision by the Commission to remove a teacher’s name from the Register;

“School” refers to both private and public schools in Sierra Leone;

“School Board” means that body charged with oversight responsibility of the secondary school;

“School Head” means the lead educator or administrator in a public school appointed by the Commission as such and responsible for the implementation of the educational policy and professional practices;

“School Management Committee” means that body charged with oversight responsibility of the primary school;

“Secretary” means a person appointed by the Commission under Section 2(3)(b) of the Act;

“Secondment” means the release of a teacher to another institution upon request but such teacher remains on the Commission’s payroll;

“Staffing norms” means the standards developed by the Commission from time to time to determine teaching staff establishment of a school;

“Student” means a person undergoing instruction in a school;

“Teacher” shall have the meaning assigned to it under the Act;

“Teacher Induction Programme” or “TIP” means the initial programme to familiarise new teachers with the teaching profession and the Teaching Service Commission

“Teacher Mentoring Programme” or “TMP” means the continuous programme by which existing experienced teachers support new teachers with knowledge and advice.

“Teaching certificate” means a certificate issued to an individual by an accredited Teacher Training College.

“Teaching service” means the collective of all teachers registered by the Commission and engaged in the teaching profession whether employed by the Commission or not;

“Teaching Service Commission” or “TSC” means the Teaching Service Commission as created by the Teaching Service Commission Act 2011;

“Teaching standards” means standards of teaching prescribed by the Commission under

Section 9(2)(g) of the Act and the Regulations made from time to time;

“Tertiary institution” means a post-secondary institution including a university;

“Trade union” means a union recognised by the Commission as representing the interests of teachers;

“The Act” means the Teachers Service Commission Act No. 20 of 2011; and

“Transfer” means reassigning a teacher or School Head to perform teaching and/or administrative duties in a different institution.

“TRN” or Teacher Reference Number” means the unique number given to the individual teacher on registration with the TSC as a teacher.