

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**



**GUIDELINES FOR TEACHERS
DEPLOYMENT IN PRE-PRIMARY AND
PRIMARY SCHOOLS**

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ACRONYMS

CPD	Continuous Professional Development (for teachers)
CSO	Civil Society Organisations
DEO	District Education Officer
DED	District Executive Director
EP4R	Education Programme for Results
INSET	In-service Teacher Training
LGA	Local Government Authority
MoEST	Ministry of Education, Science and Technology
NECTA	National Examinations Council of Tanzania
PEDP	Primary Education Development Plan
PO-PSM	President's Office, Public Service Management
PO-RALG	President's Office - Regional Administration and Local Government
PTR	Pupil-Teacher Ratio
RS	Regional Secretariat
TDS	Teacher Deployment Strategy
TDMS	Teacher Development and Management Strategy
TESP	Teacher Education Support Project
TIE	Tanzania Institute of Education

TPD	Teacher Professional Development
TSC	Teachers' Service Commission
SDG	Sustainable Development Goals
SQA	School Quality Assurance
SQUAT	School Quality Assurance Team(s)
STD	Standard School (class level)
WEO	Ward Education Officer

Foreword

The Tanzanian education system needs effective teachers to ensure better learning outcomes. In the context of increasing number of children joining primary schools coupled with teacher shortage, efficient and effective teacher utilisation, sufficient school infrastructure, instructional materials and teacher support services are of particular importance.

The Ministry of Education, Science and Technology has developed **Guidelines for Teachers Deployment in Pre-primary and Primary Schools**. These guidelines are a tool to equitably rationalise the distribution of teachers in both urban and rural areas of Tanzania Mainland. They will also help ensure successful deployment of teachers.

The Guidelines are grounded on the efforts of the Government of the United Republic of Tanzania to attain Sustainable Development Goals (SDGs) that advocate for inclusive, equitable and quality education for all by 2030.

Effective use of these Guidelines aims to ensure that no child is left behind and deprived of learning opportunities as a result of one's socio-economic, physical or geographical location.



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COMMISSIONER FOR EDUCATION

SECTION ONE

1.0 INTRODUCTION

1.1 Overview

The Tanzanian Government aims to address the current challenge of teacher distribution emanating from increased enrolment of pupils. Increase in enrolment is a result of the initiatives geared towards ensuring fee-free quality education for all children. These initiatives include the Primary Education Development Plan (PEDP), Teacher Development and Management Strategy (TDMS), Education Programme for Result (EP4R) and Teacher Education Support Project (TESP). Currently, the deployment of teachers does not keep up with the increase in enrolment. In order to help the LGAs manage the disproportions and inequitable distribution of teachers, the Ministry developed Guidelines for Teachers' Deployment in Pre-Primary and Primary Schools. These Guidelines will facilitate equitable distribution, and the effective and efficient utilisation of teachers across schools, thus contributing to the provision of quality education.

The Ministry of Education, Science and Technology issues these guidelines to the President's Office – Regional Administration and Local Government (PO-RALG) as a tool to facilitate equitable deployment of primary and pre- primary school teachers and improve teachers' retention and utilization.

1.2 Objective

The objective of these guidelines is to help LGAs to facilitate more even distribution and efficient utilisation of teachers across schools to allow the provision of quality education for all children.

1.3 Expected outputs of the guidelines

The expected outputs of these guidelines include:

- i. equitable distribution and utilisation of teachers in primary schools;
- ii. improved teaching and learning conditions in primary schools; and
- iii. reduced class size to temporarily maximum of 60 pupils (Michaelowa, 2001) to gradually achieve the standard of 40 in primary and 25 in pre-primary (MoEST, 2014).

SECTION TWO

2.0 MINIMUM STANDARDS FOR TEACHER DEPLOYMENT

The standards set in these guidelines are essential requirements to be fulfilled at the school level. They are meant to create a conducive working environment for teachers as well as enable quality teaching and learning. These standards are:

2.1 Teachers' workload

Teachers' utilisation and effectiveness are influenced by the workload assigned to them, as well as pupils' workload. Teacher's workload includes several assigned lessons, learner supervision, preparation and marking of pupils' work, as well as giving feedback to pupils. The number of instruction days in an academic year is 194 (TIE 2016). According to TIE (2016), a teacher shall work for a total of 40 hours in a week. This includes time for:

- (a) lesson preparation;
- (b) assessing pupils' work;
- (c) providing feedback to pupils and their parents;
and
- (d) teaching lessons.

MoEST through TIE has set minimum number of lessons a teacher shall be required to teach in a week as follows:

- (a) 25 periods of 20 minutes at the pre-primary class (TIE, 2016);
- (b) 30 periods of 30 minutes at Standard I and II class (TIE, 2015); and
- (c) 30 periods of 40 minutes at Standard III to VII level (TIE, 2016).

2.2 Pupils' workload

Pupils' workload embraces several lessons of their daily curriculum. The pupils' workload currently is:

- (a) 25 periods of 20 minutes at pre-primary (TIE, 2016);
- (b) 30 periods of 30 minutes at Standard I and II (TIE, 2015);
- (c) 32 periods of 40 minutes at Standard III to V of which two periods are Religious Education (TIE, 2016); and
- (d) 42 periods of 40 minutes at standard VI to VII of which two periods are Religious Education (TIE, 2007)

However, by 2021, when the new curriculum is fully implemented, pupils' workload shall be as follows:

- (a) 25 periods of 20 minutes at the pre-primary class (TIE, 2016);
- (b) 30 periods of 30 minutes at Standard I and II class (TIE, 2015); and
- (c) 32 periods of 40 minutes at Standard III to VII of which two periods are Religious Education (TIE, 2016).

2.3 Pupil-Teacher Ratio (PTR)

Pupils' Teacher Ratio is the average number of pupils per teacher at a specific level of education in a given school year. According to the current establishment, the standard pupil's teacher ratio should be:

- (a) 25:1 for the pre-primary class;
- (b) 35:1 for the inclusive primary class; and
- (c) 40:1 for a regular primary class.

However, due to the increasing number of children joining primary schools and limited financial resources, classes are overcrowded, and there is a shortage of teachers. To resolve the current shortage of teachers, a PTR range of 35-60 (34.5-60.49) may be accepted.

2.4 Class size

Class size refers to the number of pupils a teacher faces during a given period of instruction. If the school has enough teachers to meet the standard class size of 25 in pre-primary and 40 in primary, the school should not increase a class size beyond the prescribed standard. If the school has a shortage of teachers, the maximum class size after which a group of pupils should be split is 60.

There should be a minimum of 9 teachers in a single stream school offering all levels of pre-primary and primary education. School setting will therefore, be as follows:

- (a) Pre-primary, Std1 and Std2 teachers should teach all lessons in their assigned class (class teachers). This means that 3 out of 8 teachers shall be class teachers in pre-primary and Std1 and Std 2;
- (b) STD3 – STD 7 teachers should teach subjects assigned to them. This means that 5 out of 8 teachers shall be subject teachers in STD3 to STD 7;

- (c) There will be a double shift for STD I and STD II in schools with a shortage of classrooms. Each session will be allocated one teacher such that the teacher for the morning session will teach only in the morning and in the afternoon this teacher will work to prepare for the next day. The same procedure will apply to the teacher for the afternoon session; and
- (d) For the areas where pupils travel long distances to school, the double shift may not be possible due to safety reasons.

2.5 Infrastructure

School infrastructure includes classrooms, staffrooms, teachers' houses, library, ICT lab, toilets, sports and games facilities. The observed increasing number of children joining primary school has resulted in high enrollment rates, which has led to a shortage of school infrastructure. Construction of classrooms does not keep up with the increase in enrollment. This means that pupils are learning in overcrowded classrooms. Therefore, there is a need to prioritise classroom construction in schools with classroom shortage. Construction of new classrooms should be prioritised for schools running all levels and having fewer than six classrooms, PTR higher than 60 and more than

five pupils with special needs. To ensure that quality learning and teaching are achieved, the school shall be required to have the following infrastructure:

- (a) A single stream pre-primary and primary school should have a minimum of 6 classrooms. The minimum of 6 classrooms in schools enrolling up to 445 pupils suggests that higher grades shall utilise classrooms for pre-primary, Std 1 and Std 2 after the classes of pre- and lower- primary levels end;
- (b) If a school enrolls pupils with special needs, allocation of classrooms should follow the guidelines for inclusive education;
- (c) Each school shall have separate toilets for pupils and teachers; and
- (d) A school should have a library, ICT lab, Science Lab, health services, firefighting facilities, emergency assembly point, and sport and games facilities.

2.6 Teaching and learning resources

To ensure conducive teaching and learning environment for teachers and pupils, a school should have the following teaching and learning materials and equipment:

- (a) Syllabus (Syllabus to Subject Ratio 2:1); and

- (b) Textbooks (Textbook to Pupil Ratio at pre-primary, primary and SNE 1:1).

2.7 Teachers support services

The Ministry of Education, Science and Technology and PO-RALG shall develop strategies for supporting teachers to improve teachers' retention, wellbeing and their professional motivation through coaching and mentoring plans, professional development activities in Teacher Resource Centers (TRCs), guidance and counselling services, Continuous Professional Development (CPD) such as In-service Training Programmes, and other courses.

All schools should ensure the provision of health and sanitation facilities, water and electricity to facilitate a pleasant working environment for teachers. MoEST shall ensure the provision of teacher professional development opportunities and regular technical support to teachers through use of the Internal and External School Quality Assurance teams (SQATs).

SECTION THREE

3.0 ROLES AND RESPONSIBILITIES OF KEY ACTORS IN TEACHER DEPLOYMENT

3.1 Ministry of Education, Science and Technology

The core function of the MoEST is to oversee the implementation of the Teacher Deployment Strategy. Specifically, the MoEST should:

- i. Develop a Monitoring and Evaluation Framework for tracking the implementation status of the guidelines for TDS;
- ii. Monitor and evaluate the deployment and utilization of teachers in schools, produce annual reports on the deployment of teachers;
- iii. Conduct research on matters related to recruitment, deployment and utilization of teachers;
- iv. Issue circulars to resolve challenges related to teachers' deployment and utilization;
- v. Ensure provision and availability of sufficient number of quality teachers to teach in pre-primary and primary schools;
- vi. Develop a CPD framework to support teachers to deliver quality lessons;

- vii. Establish networks and partnerships with diverse education stakeholders to mobilise human and financial resources for the implementation of TDS;
- viii. Build capacity on TDS and guidelines to key stakeholders; and
- ix. Review the strategy for the recruitment, deployment and retention of teachers every three years to ensure efficient and effective utilisation of teachers.

3.2 President's Office - Regional Administration and Local Government (PO-RALG)

This part guides PO–RALG on implementation of Teacher Deployment Strategy. The PO-RALG, in collaboration with TSC, oversees the implementation of TDS through the Regional Secretariats (RS) and Local Government Authorities (LGAs). The PO-RALG and TSC have the following roles and responsibilities:

- i. Establishment and maintenance of a database for all primary school teachers;
- ii. Analysis of data to establish actual demand for allocation and reallocation of teachers using teacher deployment tool;
- iii. Use of teacher deployment tool to deploy teachers;

- iv. Provision of updates on the results of deployment to MoEST and other key stakeholders;
- v. Allocation of funds for the implementation of the TDS;
- vi. Building capacity of RS and LGAs to use teachers' deployment directives to effectively manage teachers' deployment;
- vii. Provision of conducive teaching and learning environment for teachers to ensure retention;
- viii. Development of costed plans for deployment and reallocation of teachers;
- ix. Mobilisation of human and financial resources for the implementation of TDS; and
- x. Monitoring and evaluation of teachers' deployment at the LGAs.

3.3 Regional Administrative Secretariats

The Regional Administration has roles and responsibilities in the implementation of Teacher Deployment Strategy. These roles and responsibilities include:

- i. Collection and submission of quarterly school data to PO-RALG for updating the database;
- ii. Analysis of regional data to determine the demands for allocation and reallocation of teachers within the region;

- iii. Deployment of teachers within the region according to teacher deployment standards;
- iv. Planning and allocation of funds to the LGAs for the implementation of the TDS;
- v. Building capacity of LGAs to use teachers' deployment directives to effectively manage teachers' deployment;
- vi. Provision of conducive teaching and learning environment for teachers to ensure retention at LGAs; and
- vii. Monitoring and evaluation of teachers' deployment at the LGAs level.

3.4 Local Government Authorities

This part highlights the roles and responsibilities of Local Government Authorities (LGAs) on teachers' deployment and their effective utilisation. This section entails the crucial issues to be observed during the implementation of the guideline.

3.4.1 Council level

The LGAs have roles and responsibilities in the implementation of Teacher Deployment Strategy.

These roles and responsibilities include:

- i. Collection and submission of quarterly school data to RS and PO-RALG for updating the database;

- ii. Analysis of council data to determine the demands for allocation and reallocation of teachers within the Council;
- iii. Development of LGA level action plans for operationalisation of the TDS at Council level;
- iv. Deployment of teachers within the Council according to teacher deployment standards;
- v. Preparation of plans and budget for teacher deployment at Council level;
- vi. Building capacity of WEOs and Head Teachers to effectively support, manage and utilise teachers;
- vii. Provision of conducive teaching and learning environment and suitable infrastructure for teachers to ensure retention in schools;
- viii. Monitoring and evaluation of deployment and utilisation of teachers in schools; and
- ix. Liaison with Teachers' Professional Board and Teachers' Service Commission (TSC) to build teachers' capacity based on their needs.

3.4.2 Ward level

The WEOs have roles and responsibilities in the implementation of Teacher Deployment Strategy. These roles and responsibilities include:

- i. Collection and submission of quarterly school data to LGAs;
- ii. Analysis of Ward data to determine the demands for allocation and reallocation of teachers within the Ward;
- iii. Development of Ward level action plans in collaboration with Head Teachers for operationalisation of the TDS at Ward level;
- iv. Ensuring efficient utilisation of school infrastructure and equitable distribution of teachers within the school and the Ward;
- v. Coordinating initiatives for teachers' development and retention;
- vi. Monitoring and evaluation of deployment and utilisation of teachers in schools; and
- vii. Preparation of teacher deployment status report within the Ward and submit to the Council.

3.4.3 School level

The Head Teacher has the responsibility to effectively manage and utilise teachers at the school level. This includes:

- i. Preparation and maintenance of teachers' biodata;
- ii. Maintenance and efficient use of school infrastructures;
- iii. Assigning roles and responsibilities to teachers;
- iv. Management of pupils' enrollment roster;
- v. Management of pupils' and classroom teachers' attendance register;
- vi. Preparation of whole school development plan addressing teachers' welfare;
- vii. Monitoring of class size; and
- viii. Submission of school data to WEO.

3.4.4 School Committees

School Committees roles in facilitating teachers' deployment, retention and utilisation are to:

- i. Conduct school self-evaluation to determine teachers' and pupils' needs;
- ii. Prepare, approve, and monitor budgets for all school development initiatives on retention and utilisation of teachers;

- iii. Ensure maintenance and expansion of school infrastructure to improve teachers' working environment;
- iv. Oversee teaching and learning processes at school.

3.4.5 The Community

The role of the community in retention and utilisation teachers is to:

- i. Participate in the planning, implementation, monitoring and evaluation processes of all school development initiatives; and
- ii. Participate, contribute and mobilise resources for school development initiatives which improve teachers' wellbeing.

3.4.6 Development Partners and Civil Society Organizations (CSOs)

The roles of development partners in teacher deployment, retention and utilisation are:

- i. Provide technical support in the development, revision and implementation of strategies, guidelines and procedures related to teacher deployment, retention and utilization;

- ii. Contribute resources for whole school development including teachers' deployment, reallocation, retention and utilization;
- iii. Contribute to the evidence base of teacher deployment, retention and utilization; and
- iv. Participate in the monitoring and evaluation process of teachers' deployment, retention and utilization.

