COMPETENCY FRAMEWORK

For Community School Teachers

September 2016
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FOREWORD

The Ministry of General Education is committed to the provision of quality education at all levels in the nation. This is reflected in part to the Ministry’s endorsement of the newly adopted Sustainable Development Goals (SDGs) which include Goal 4 on education, which expresses World Leaders’ commitment to ‘Ensure inclusive and equitable quality education and [to] promote life-long learning opportunities for all’. Teachers play a vital role in ensuring that learners gain knowledge, skills and values, with the means and ability to develop sustainable livelihoods which contribute and lead to the creation of peaceful democracies.

In 1996 the Ministry of Education developed the National Policy on Education, Educating Our Future, in order to respond to the development needs of the nation as well as to those of the individual learners. However, the policy document does not adequately state the competencies that a teacher must possess in order to operate effectively.

The above inadequacy in the policy has contributed to a number of challenges, as the teachers have had no competency framework that provides mechanisms for assessing teacher competencies and rewards or for developing and utilising monitoring tools to ensure that teaching and learning standards are maintained.

The Ministry of General Education, in collaboration with stakeholders, developed this framework to enhance teacher training and performance. The framework will provide valuable guidance on the competencies a community school teacher should possess throughout his or her teaching career. The ultimate goal is improved practices of community school teachers which will lead to improved learner performance. The framework forms a basis for identifying training gaps as well as formulating a Community School Teacher Competency Framework that will describe standards for assessment and evaluation, teacher management processes and the overall provision of quality education.

It is envisaged that the implementation of this framework will provide the required competencies in knowledge, teaching skills, assessment skills and attributes (values and attitudes) through the mode of Continuing Professional Development (CPD), thereby improving the quality of teaching and learning.

I wish to sincerely thank the United States Agency for International Development’s Time To Learn Project and all stakeholders who have contributed towards the development of this competency framework.

Henry C. Tukombe
Permanent Secretary
MINISTRY OF GENERAL EDUCATION
ACKNOWLEDGEMENT

The Competency Framework could not have been developed without the participation of various stakeholders within and outside the Ministry of General Education. I appreciate the contributions and efforts of all those that participated in the development of this document. Special thanks go to the facilitators Dr. Peggy Mwanza and Dr. Melvin Simuchimba from the University of Zambia for their able leadership and for ensuring a logical conclusion of the process leading to the development of the document. Thanks also go to the representatives from Chalimbana University and Mufulira College of Education.

I wish to thank officers from the Directorate of Teacher Education and Specialised Services for spearheading the development process of this document. I also wish to recognise the efforts of representatives from the Directorates of Standards and Curriculum, Planning and Information and Open and Distance Education for taking a keen interest in the work and fully participating in the development process. My thanks also go to VVOB for their invaluable contribution.

Lastly, but not the least, thanks are extended to USAID-funded Time To Learn Project for their determination in getting the job done and for providing the financial support that enabled the Ministry to bring stakeholders together to develop the Framework.

The Ministry of General Education is indebted to everyone who participated in the development of this document.

Muyangwa Kamutumwa
Director – Teacher Education and Specialised Services
MINISTRY OF GENERAL EDUCATION
INTRODUCTION

This Competency Framework for Community School Teachers is a policy document that presents and explains the competencies that community school (and other) teachers in Zambia should have and aspire to have. These competencies are categorised into four areas: knowledge, teaching skills, assessment skills and attributes.

The document is designed to contribute to improving the quality of education in the country, particularly in community schools, by equipping community school teachers with the competencies that will enable them to effectively prepare and deliver learning experiences in schools. The Competency Framework for Community School Teachers has also been developed to provide an important monitoring and evaluation tool for the Ministry of General Education and other stakeholders in community school education. The competency framework aims to:

- inform quality control mechanisms and procedures;
- enable both pre- and in-service teacher education providers to prepare and help teachers attain the stated competencies; and
- make teachers aware of the standards expected of them and thus allow for professional growth throughout their working lives.

The Competency Framework for Community School Teachers was drafted in line with the existing educational policies, procedures and documents in Zambia and a review of what it means to be a good or competent teacher in the Zambian context.

Structurally, the document is divided into three chapters. Chapter 1 discusses the background to the development of the Competency Framework for community school teachers in Zambia. Chapter 2 presents the actual teacher competency framework and is divided into the four main areas, namely: Knowledge, Teaching Skills, Assessment Skills and Attributes. Chapter 3 presents the way forward and implementation of the Competency Framework for Community School Teachers.
CHAPTER 1: BACKGROUND TO THE DEVELOPMENT OF THE COMPETENCY FRAMEWORK FOR COMMUNITY SCHOOL TEACHERS IN ZAMBIA

I. Background

Community schools in Zambia emerged in the 1990s as local communities’ reaction to the challenge of lack of access to education for their children. These schools have developed as bottom-up interventions from communities to provide education for children unable to access conventional schools. Community schools normally cater to specific groups in society: orphans, girls and other vulnerable children. They have greatly increased in number since their emergence. Figures from the Ministry of General Education (MOGE) indicate that community schools constitute about 30 percent of all primary schools in Zambia (Ministry of Education, 2006). These schools have contributed to increasing net enrolment ratios at the primary school education level. In fact, some data suggest that community schools meet the education needs of about 700,000 children each year, or 18 percent of Zambian children in the country’s education system. This is a four percent increase in the percentage that was reported in a 2006 Ministry of Education policy brief (MOE, 2006:1). Over the last 25 years, approximately five million children have been educated in community schools. This demonstrates the crucial role community schools are playing in society. For example, for every three primary schools in Zambia there is one community school and for every seven pupils in a primary school there is one who attends a community school (MOE, 2006:1). It is clear then that community schools contribute to the government’s efforts to meet the current and future demand for basic education (i.e., grades 1-9) that addresses both access to and quality of education.

During the last two years of the period under review, MOGE support to community schools increased significantly (Time to Learn, 2015). For example, the government has deployed teachers to community schools, new infrastructure has been built, there has been an increase in the provision of teaching and learning materials and teacher training MOGE officers have increased their monitoring. The MOGE, Cooperating Partners (CPs), communities and civil society have formed partnerships in the provision of education services in the community school movement.

In the Time To Learn midline evaluation conducted in 2014, head teachers of community schools reported receiving increased MOGE support compared to what they received in 2012, especially from zonal and district offices (TTL, 2015). According to Time to Learn (2015: 33-36), this increased support took the form of monitoring (increase of 61 percent), teaching and learning materials (increase of 58 percent), free basic materials (increase of 47 percent), teacher trainings (increase of 23 percent), and deploying government teachers (increase of 11 percent).

Despite the significant contribution to the education sector in Zambia, and the increased support to these schools provided by the government, 90 percent of community school teachers are untrained and the majority of them are volunteers. In a study by Nkosha and Mwanza (2009), it was revealed that most of the teachers in community schools in Northern Province were untrained. Similarly, Mwanza’s (2013) study in Lusaka Province showed that the majority of teachers in community schools had no professional teacher training.
II. Situational Analysis

Community schools have scored several successes and have experienced challenges since their inception in the 1990s.

Successes

Access to primary education has undoubtedly increased in Zambia because of the contribution of community schools. As a result of this contribution, more learners are attending school today than ever before. This is encouraging as there are not enough government schools to absorb all of the school-going age children in Zambia. In addition, some community schools have been successful in producing learners that perform well, especially in the grade 7 national examinations. For instance, according to the Examinations Council of Zambia (ECZ) 2014 data, the average score for community school learners taking the grade 7 national examinations was 612.96 across all provinces. In fact, no community school had an average score lower than 528.20, which ranks as Division 1. In 2015, by school type, community schools outperformed GRZ schools on the grade 7 national examinations (MOGE, 2015). Furthermore, community schools often serve the most vulnerable children in society, thereby contributing to equity in education. Lastly, the creation of community schools has reduced the distance that many Zambian learners must cover to travel to and from school.

Challenges

Although community schools have had many successes, the challenges they face must be underscored. These challenges include an insufficient number of teachers, both trained and untrained (in some instances community schools only have one teacher), inadequate emoluments and other incentives, high attrition rate of teachers, inadequate infrastructure, insufficient teaching and learning materials and poor leadership and management. Further, community schools often suffer from instability (e.g., unprecedented closures and seasonal operations). All of the above have negatively affected the quality of teaching and learning as well as learner achievement in community schools.

III. Rationale


This framework was developed to provide a structure and language in which professional standards are defined by outlining essential elements of effective teaching. The framework acts as a common reference point for dialogue between members of the profession and the community. It will ensure that continuing professional development is intensified and equitable support is rendered to community schools by the government. It will also raise the quality of education in community schools by providing teachers with a guiding document that highlights professional learning attributes designed to enhance learner outcomes.

This framework further provides a platform for community school teachers to undertake teaching as a career path and it promotes and supports quality teaching by making explicit the
knowledge, skills and attributes that characterise good classroom practice. Understanding what teachers know, practice and value is an important step in enhancing the profile and standing of the teaching profession. In addition, it gives community school teachers a tool that outlines a range of abilities and responsibilities central to effective performance. This enables them to make informed decisions about the teaching profession as they aspire to a higher level of performance. Lastly, it provides Parent Community School Committees (PCSCs) the mandate to identify potential community school teachers to engage.
CHAPTER 2: COMPETENCY FRAMEWORK for COMMUNITY SCHOOL TEACHERS

This chapter provides a competency framework for community school teachers. The competencies describe what teachers should know, understand and do. The chapter contains performance indicators which show that teachers have actually attained such competencies.

I. Knowledge

Knowledge competency refers to knowledge of learners, curriculum, subject matter, teaching approaches, education-related policies and the specific teaching environment as the basis of effective teaching and learning.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Performance Indicators</th>
<th>Examples</th>
</tr>
</thead>
</table>
| The learner | Knowledge of the learner involves the teacher’s understanding of child development, learning process, as well as learners’ skills, knowledge and language proficiency, interests, cultural heritage and special educational needs. | • Gives different learning tasks according to ability.  
• Provides opportunities for learners to practice speaking, provides English/Zambian languages of instruction.  
• Identifies learners with special educational needs and ensures they fully participate in teacher-learner interactions.  
• Identifies learners by name.                                                                                                           | • Varies tasks in each lesson.  
• Provides instruction in Icibemba, Silozi, Cinyanja, Chitonga, Kiikaonde, Lunda or Luvale.  
• Creates seating arrangement according to learners’ needs.  
• Uses learners’ names when asking questions and giving tasks.  
| The curriculum | Knowledge of the curriculum involves understanding the curriculum structure and function as well as its implementation for teaching and learning. | • Derives teacher working documents from the curriculum.  
• Conducts extra-curricular activities in line with the curriculum.  
• Interprets curriculum in accordance with national educational goals.                                                                                                                     | • Has correct syllabus, schemes of work, lesson plans and reference materials available.  
• Conducts field visits, projects, clubs, sports.  
• Frames lessons to address the skills outlined in the syllabus.                                                                                                                                                                                                                           |
| The content | Knowledge of the content is the understanding of the subject matter. | • Demonstrates knowledge of content area.  
• Shows how one subject area is related to another. | • Presents clear and accurate concepts.  
• Uses illustrations from other subject areas. |
|---|---|---|---|
| Pedagogy | Knowledge of pedagogy is having ability in and appreciation for a variety of learner centred teaching and learning approaches. | • Selects and uses a variety of learner centred methods in the lesson.  
• Links teaching methodologies to specific goals and outcomes.  
• Is innovative and resourceful in the use of locally available teaching materials. | • Effectively uses demonstrations, group work, field trips, role play, drama, games and others.  
• Provides evidence of learner achievement.  
• Provides evidence of locally made teaching and learning materials. |
| Professional issues | Knowledge of professional issues refers to the understanding of education policies, guidelines and cross-cutting issues. | • Understands government systems, requirements and school policies that influence educational programmes and service delivery.  
• Describes roles and responsibilities of a teacher. | Makes reference to:  
• Education Act,  
• Education policy,  
• Terms & conditions of service,  
• Teaching Service Commission,  
• Teaching Council,  
• Examinations Council of Zambia,  
• Code of Ethics,  
• Human rights and child rights. |
II. Skills

A. Teaching Skills

Teaching skills refer to the instructional processes, strategies and classroom management techniques that a teacher uses to facilitate and enhance learning.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Performance Indicators</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Learning outcomes           | Teachers meet diverse learners’ learning needs through consistent application of a wide range of effective teaching strategies that foster both independent and collaborative learning. | • Prepares schemes of work that reflect the syllabus.  
• Prepares weekly forecasts, records of work, and lesson plans in line with their schemes of work.  
• Writes clear, achievable lesson outcomes.  
• Designs tasks and activities that promote independent and collaborative learning and critical thinking. | • Follows and adheres to topics in the syllabus.  
• Arranges topics of the schemes of work according to the prescribed syllabus.  
• Provides evidence of group work. |
| Effective teaching styles    | Teachers plan, develop, manage and apply a variety of teaching approaches and strategies to support learning. | • Consistently applies a variety of teaching approaches and strategies.  
• Uses highly interactive learner centred methods of teaching.  
• Questions learners in a variety of ways.  
• Makes learning relevant to learners of all backgrounds.  
• Caters to learners’ individual needs.  
• Uses a variety of teaching and learning materials to promote effective learning.  
• Organises, allocates and manages time, materials and space to support learning.  
• Uses the whole school (physical and humans) to enhance learning. | • Applies variety of methods including demonstration, independent work, group work, field trips and questioning.  
• Applies a variety of provided and teacher made resources such as supplementary printed materials, manipulatives and technology.  
• Implements necessary modifications and adaptations in order to cater for learners with special educational needs. |
| Professional learning and effectiveness | Teachers participate in and contribute to the development of a learning community by committing to attend continuing professional development programs and supporting colleagues’ teaching practices. Teachers manage their own professional learning and contribute to the professional development of the school. | • Engages in identifying own professional learning needs.  
• Participates in school-based Continuing Professional Development (CPD) to learn new ideas that contribute to the improvement of teaching.  
• Participates in a variety of professional learning activities that promote the development of a learning community.  
• Engages the wider community as a resource for learning.  
• Participates regularly in professional learning linked to identified needs.  
• Supports colleagues in developing skills and knowledge.  
• Contributes to a community of learning. | • Plans and/or participates in school-based CPD workshops to improve teaching methodologies.  
• Invites in local experts to speak on learning topics, e.g., a nurse to talk about hygiene.  
• Seeks feedback on own teaching practices from a colleague, teacher in charge or ZIC. |
| Application of modern technology | Teachers apply a wide range of effective teaching strategies with the use of available ICT to foster both independent and collaborative learning. | • Applies knowledge of ICT for effective teaching and learning of appropriate concepts.  
• Uses a range of available ICT to support learning experiences. | • Demonstrates knowledge of various types of ICT (computer, cell phone, other) where available.  
• Uses computers and the internet to find resources for teaching. |
| Leadership and management skills | Teachers plan, coordinate, direct, and motivate in order to build, facilitate and maintain working relationships with learners, colleagues, PCSCs, parents and others to enhance teaching and learning. | • Motivates, directs, supports, and collaborates with others within the school community.  
• Uses existing communication processes to obtain and share information with colleagues and parents.  
• Resolves problems and concerns in the school in a sensitive and respectful manner.  
• Gives clear directions in class.  
• May ask a colleague to teach a topic and observes them.  
• Communicates with parents on a regular basis about learner performance and records in a parent communication log.  
• Asks parents to sign homework as a method of involving the parents in the learning. |
### B. Assessment Skills

Assessment skills refer to the teacher’s ability to monitor, measure, record and report on learners’ progress and performance.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Performance Indicators</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Monitoring | Teachers check learners’ progress during the learning process. | • Checks for learners’ understanding during the lesson.  
• Asks learners to self-reflect on their learning.  
• Responds to learners’ needs by adjusting teaching strategy or activity.  
• Identifies the percentage of learners at each level of learning. | • Questions learners for understanding.  
• Adapts lesson for learners with special educational needs.  
• Asks learners to justify or explain their thinking.  
• Changes the lesson plan implementation as determined through monitoring of learner understanding. |
| Measuring | Teachers formatively measure to understand what knowledge the learners have and ensure that learners have learned the intended outcomes. Assessments should be adapted according to the particular needs of individual learners. | • Plans systematically for assessment.  
• Relates assessment tasks to learning outcomes.  
• Uses a variety of tools.  
• Takes individual needs into account.  
• Uses formative assessment (monitoring) results in designing assessment.  
• Provides timely feedback to learners.  
• Uses findings for own personal improvement. | • Creates assessment schedule.  
• Assigns debates, quizzes, projects, tests, assignments.  
• Provides differentiated tasks.  
• Hands back marked scripts at specified time (daily, weekly or forty nightly).  
• Incorporates findings into follow-up assessments. |
| Recording and record keeping | Teachers keep accurate records of learner performance. | • Accurately records learner progress towards learning outcomes.  
• Tracks learner completion of assignments.  
• Maintains cumulative documentation of learners.  
• Adheres to issues of confidentiality. | • Completes progress report cards based on records of learner learning.  
• Maintains folders and files of the assessments.  
• Keeps learner results confidential. |
|-------------------------------|--------------------------------------------------------|---------------------------------------------------------------------|
| Reporting                     | Teachers disseminate learners’ performance.            | • Provides learners and parents detailed and accurate reports on learners’ progress and achievement.  
• Uses available platforms for presentation of reports.  
• Uses appropriate language to suit the audience and context when presenting the reports.  
• Uses reporting procedures that are in line with school policies. | • Completes and sends report cards.  
• Presents results at open days and visitations.  
• Sends assessment reports to teacher in charge. |
### Attributes

Attributes refer to positive attitudes and values of a teacher.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Performance Indicators</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Attitudes  | A feeling or way of thinking that affects a person’s behaviour. | - Takes a leading role and participates fully in helping colleagues, especially new teachers.  
- Takes a leadership role and participates fully in cultivating a caring, inviting and respectful school climate through collaboration with colleagues, learners and parents.  
- Takes initiative in implementing teaching and learning activities.  
- Makes efforts to adapt to the environment.  
- Develops a shared vision and mission about the school with parents, colleagues, and learners.  
- Takes interest in improving content knowledge. | - Attends and participates regularly in Teacher Group Meetings.  
- Interacts well with community members and participates fully in open days and PCSC sessions.  
- Behaves as a parent to all learners and never engages in immoral activities with them.  
- Engages in community and community school roles.  
- Takes leadership roles in the community. |
<table>
<thead>
<tr>
<th>Values</th>
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<tbody>
<tr>
<td>A set of standards of all qualities, characteristics or ideas that</td>
<td>• Demonstrates respect to members of the community as well as</td>
<td>• Interacts well with community members and participates fully in</td>
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<tr>
<td>determine a person’s view of the world.</td>
<td>traditional leaders.</td>
<td>open days and PCSC sessions.</td>
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<td></td>
<td>• Demonstrates commitment towards work.</td>
<td>• Meets deadlines, is consistently prepared and regularly</td>
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<td></td>
<td>• Develops a constructive relationship with learners, parents</td>
<td>attends work.</td>
</tr>
<tr>
<td></td>
<td>and teachers to maintain a positive and safe working atmosphere</td>
<td>• Gives individual attention to learners.</td>
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<td></td>
<td>in and out of school.</td>
<td>• Behaves as a parent to all learners and never engages in</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates innovation in the mobilization of teaching and</td>
<td>immoral activities with them.</td>
</tr>
<tr>
<td></td>
<td>learning resources and techniques.</td>
<td>• Keeps with morals expected in Zambian society such as</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates ability to keep environment clean.</td>
<td>respect for cultural and religious diversity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Makes available a variety of teaching and learning</td>
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<tr>
<td></td>
<td></td>
<td>resources and teaching techniques.</td>
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<tr>
<td></td>
<td></td>
<td>• Demonstrates honesty, integrity and professionalism.</td>
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<td></td>
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<td>• Ensures that the surroundings are kept clean.</td>
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CHAPTER 3: IMPLEMENTATION

This chapter will detail the implementation of the Competency Framework for Community School Teachers. In order to implement this policy, it is important that different stakeholders play key and specific roles, from engagement of teachers, initial training including the production of training materials, certification, continuing professional development and monitoring and evaluation.

I. Engagement of Community School Teachers

The preferred minimal qualification of community school teacher candidates should include grade 9 or equivalent. Engagement will continue to be conducted by communities through the Parent Community School Committee (PCSC). Community schools currently engage their own teachers who are catered for by the communities. However, the MOGE will also deploy teachers to community schools when possible. In addition, the MOGE will continue to support community schools with supplies, and grants for teaching and learning materials.

II. Initial Training

Realizing that many community school teachers have the minimal academic qualifications and have not been formally trained by colleges of education, there is need to provide initial professional training and a starter pack induction while the teachers are in service.

The MOGE Headquarters, through the Directorate of Teacher Education and Specialised Services (TESS), will prepare training manuals. The training manuals will be divided into modules based on the following teacher competencies:

- Knowledge
- Teaching skills
- Assessment skills
- Attributes (values and attitudes)

At the end of each of the four modules, community school teachers will be assessed. These assessments will count towards a certification of completion of the framework. The assessments will include both written examinations and classroom practice.

III. Certification

Through the current cascading system of CPD, community school teachers can be initially trained on the framework led by the DRCCs and zonal centres. Community school teachers shall be encouraged to undergo an initial training conducted by DRCCs. After teachers have undergone the module training and assessments they will qualify for certification. The certificate will be endorsed by the Provincial Education Officers and handed to the graduating community school teacher by the District Education Board Secretary.
Assessment of Teachers’ Competencies

The assessment of teachers’ competencies will be based upon a shared understanding of the competencies required by teachers, such as a Zambia Curriculum Framework, under Teacher Education, noting key teacher competencies. The assessment tool should look at both the teachers’ knowledge of competencies (examination) and classroom practice.

Criteria for assessment/evaluation include the fact that the evidence must:

- Be based on practical performance and not just theoretical knowledge;
- Demonstrate an acceptable level of competence against performance indicators (e.g. the Competency Framework);
- Be up-to-date; and
- Be sufficient to prove competence.

This assessment will provide the means by which good teaching can be identified for certification, incentives and upgrading.

IV. Continuing Professional Development

Teachers and teacher-educators are key players in any education system and should regularly attend CPD programmes. This helps in updating pedagogical approaches, nurturing learners, assessment procedures, school organization and management and relationships with parents, guardians and the community. Learning institutions should develop in teachers and teacher-educators the spirit of CPD in order for them to effectively implement the curriculum.

Learning institutions including community schools should have well-organised CPD programmes for members of staff. These programmes should be predominantly institution-based. There should be regular presentations and professional discussions in identified areas. The same should apply to CPD in community schools.

Strengthening Continuing Professional Development for Community School Teachers

The main aim of CPD is to enhance the pedagogical skills in community school teachers. The community schools should be formally attached to zones in order for them to be incorporated into all zonal CPD activities. DRCCs should also be encouraged to provide guidance to community schools (MOE, 1996, 19).

CPD activities in community schools can be strengthened by improving the relationship between government school teachers and community school teachers. Teachers in community schools and government schools should organise exchange visits to provide opportunities for classroom observations. These visits would focus on certain identified topics that teachers at a community school are struggling to implement after being trained by ZICS. At times, a government school could also pay visits to community schools. These visits could help both community school teachers as well as government school teachers by improving classroom practice. The MOGE, through the Directorate of Teacher Education and Specialised Services (TESS), also emphasises having school-based CPD activities.
There is need to have an effective feedback system from the school to ZICs and DRCC and for the schools to plan for their own CPD based on identified challenging topics. These topics can then be forwarded to ZICs who will scrutinize them. Topics that seem to be a common problem with the majority of schools in the zone will be addressed at a zonal training. The ZICs will prepare and facilitate or if the topic is challenging, the ZIC will seek guidance from the DRCC. If topics are particular to certain community schools only, the ZIC will help them by identifying a high performing teacher to give a demonstration lesson on that challenging topic. This may call for pairing government schools with community schools.

V. Monitoring and Evaluation

An important part of any teacher’s improvement comes in the form of feedback through observations. Monitoring and evaluation is necessary to improve teaching skills and must be conducted at different levels. Community school teachers will require support through external and internal monitoring. Education Standards Officers, DRCCs, ZICs and teachers-in-charge will be responsible for monitoring and evaluation of community school teachers using a monitoring and evaluation tool for assessing teacher competencies. The preferred monitoring and evaluation tool should capture only the competencies critical to community school teachers’ professional development, since this is an ongoing process.

In summary, the framework proposes that community school teachers should be given training following the implementation matrix below so as to be recognized as competent teachers. These teachers will then qualify as having the minimum competencies to teach in community schools.

**Implementation Matrix**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsible</th>
<th>Target Group</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development of training materials</td>
<td>MOGE &amp; other stakeholders</td>
<td>Community school teachers</td>
<td>3 months</td>
</tr>
<tr>
<td>2. Training of trainers</td>
<td>MOGE &amp; other stakeholders</td>
<td>DRCC and PRCC, EO-TED, Principle Education Standards Officers</td>
<td>1 month</td>
</tr>
<tr>
<td>3. Initial Training:</td>
<td>DRCC</td>
<td>Community school teachers</td>
<td>1 academic year</td>
</tr>
<tr>
<td>• Knowledge</td>
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<td></td>
<td></td>
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<tr>
<td>• Teaching skills</td>
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<td></td>
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<tr>
<td>• Assessment skills</td>
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<td></td>
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<tr>
<td>• Attributes</td>
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<td></td>
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<tr>
<td>4. Certification of completion</td>
<td>MOGE (TESS), PEOS, DEBS</td>
<td>Community school teachers</td>
<td>18 months</td>
</tr>
<tr>
<td>5. Continuing professional development</td>
<td>ZICs and community schools</td>
<td>Community school teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>6. Monitoring and evaluation</td>
<td>DRCC, ZICs, teacher in charge</td>
<td>Community school teachers</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
CONCLUSION

The Competency Framework for Community School Teachers has provided details of the knowledge, skills, and attributes that are expected of a teacher in community (and possibly other) schools in Zambia. It has provided teachers, teacher educators, teacher educational institutions and professional associations with a document that establishes dimensions or domains of effective teaching practices, thereby contributing to the attainment of learning outcomes among learners. The competency framework has also given suggestions on how it should be implemented in community schools. Being the first of its kind since the attainment of independence in 1964, the document will serve as the official MOGE policy on teacher competencies in the country. It is further hoped that individual officers and MOGE structures responsible for its implementation and operationalisation will do a good job so that the quality of education in community schools and beyond can be enhanced.
References


