

The Republic of Zambia
The Ministry of General Education

Standards of Practice for the Teaching Profession in Zambia



Standards of Practice for Teaching Practice for the Teaching Profession

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Table of contents

Page	III	Foreword
	IV	Acknowledgements
	V	Acronyms
	VI	Glossary
	VII	Executive Summary
	1	1.0 Introduction
	1	1.1 Purpose and use of the Standards of Practice for the Teaching Profession
	2	1.2 Implementation Guidelines
	2	1.3 Who are the Standards for?
	5	2.0 Background
	5	2.1 Legal and policy context
	5	2.1.1 Legal context
	6	2.1.2 Policy Context
	6	2.1.3 National Development Plans
	7	2.2 Process of developing the Standards
	9	3.0 Standards Of Practice
	9	3.1 Standards of Practice for the Teaching Profession Rubrics
	9	3.1.1 Standards of Practice for Teachers
	15	3.1.2 Standards of Practice for Teacher Educators
	22	3.1.3 Standards of Practice for Educational leaders
	27	4.0 Implementation Of Standards
	28	4.1 Roles and functions of teaching service agencies
	30	5.0 Selected References
	31	Appendix A List of Selected Standards and Guideline Documents



Foreword



The Standards of Practice for the Teaching Profession (SPTP) in Zambia strives to articulate a new vision of excellence in teaching. Teachers, teacher educators and educational leaders need to aspire for excellence in teaching in order to transform the education system in Zambia. The SPTP describes the performance, knowledge, skills, competencies and dispositions that education professionals need to improve their professional practice which will ultimately lead to higher learner achievements. The Standards are designed to be used by education professionals to prompt reflection on professional practice, formulate professional goals and assess progress in achieving professionally accepted benchmarks. Effective use of the SPTP will require a change in the mindset of all the stakeholders especially the teachers, teacher educators and educational leaders.

The Ministry of General Education (MoGE) believes that the Standards of Practice for the Teaching Profession document will be found useful by all the key actors in the education sector to ensure that quality and relevant education is delivered. The document will be used by teachers, teacher educators, educational leaders, the Teaching Service Commission, the Teaching Council of Zambia, the Ministry of General Education directorates and the teacher trade unions, to mention but a few, in a variety of ways. It is envisioned that the SPTP document will form the basis for performance appraisal, appointments and promotions, inspections and issuance of practicing certificates.

This document embraces the promises and challenges of the Zambia Vision 2030, reflecting the collective understanding, aspirations and determination of the Zambian people to be a prosperous middle-income nation. Further the SPTP document supports Zambia in meeting Goal 4 of the Sustainable Development Goals for Agenda 2030 to 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. In contributing towards this Goal, the Standards are realistic and user-friendly.

I am confident that the SPTP document will assist the Ministry of General Education improve the quality of education offered in our schools, colleges and universities. Furthermore, I am hopeful that the set Standards will improve the performance of teachers, the standing of teachers and contribute to the on-going professional development of teachers.

Hon David Mabumba MP.
Minister of General Education

Acknowledgements



The Ministry of General Education is indebted to Teaching Council of Zambia (TCZ), Teaching Service Commission (TSC), Zambia National Education Coalition (ZANEC), VVOB Zambia, Higher Education Authority (HEA), Zambia Qualification Authority (ZAQA), Independent Schools Association of Zambia (ISAZ) and teacher unions for the support rendered during the process of developing this Standards of Practice for Teaching Profession in Zambia document. The MoGE in developing this document benefited strongly from the advice of local and international cooperating partners as well as from exchange of ideas and insights with other SADC countries during planning and consultative meetings in the region.

The Ministry wishes to extend its gratitude to Zambia Education Sector Support Technical Assistance (ZESSTA) for the initial work on the development of the Standards of Practice for the Teaching Profession in Zambia, United Nations Education, Scientific and Cultural Organisation (UNESCO) for its technical and financial support towards the development of this document. UNESCO Regional Office for Southern Africa (ROSA) enabled the Ministry of General Education officials and other developers of this document to participate in international, regional and local planning and consultative meetings through its financial and technical support.

Special thanks are due to the Standards Technical Committee members who were involved in the initial drafting, consultation processes and subsequent revisions of this document. They were:

Dr. Justin Lupele (UNESCO Consultant), Dr. Grace Chilekwa (MoGE), Mr. Benson Banda (MoGE), Ms Carolyn Medel-Anonuevo (UNESCO ROSA), Dr. Dominic Nyambe (MoGE), Ms Esvah Chizambe (MoGE), Ms Mutinta Mkandawire (TSC), Dr. Orleans Mfune (Higher Education Authority), Ms. Josephine Shamputa (TCZ), Mr. Andrew Snowden (ZESSTA), Mr. Victor Mkumba (MoGE), Mr. Saka Sokontwe (ISAZ), Mr. Amos Sikayile (UNESCO), Mr. Lyson Chikunduzi (VVOB), Mr Kaluba Enock (MoGE), Ms. Pascalina Chiliboyi (MoGE), Ms. Peggy B Chilema (MoGE), Mr James Mwewa (ZAQA), Mr Chisanga R. Mumba (ZANEC), Ms Brenda Mudenda (MoGE), Mr Bursch Nkentangani (ZESSTA), Mr Lancelot Mutale (MoGE), Mr. Victor Zumani (TEVETA), Mr. Emmanuel Zulu and Mr. Andrew Makala (Teacher unions representatives).

Lastly, I would like to extend my appreciation to everyone who participated in the process of developing this Standards of Practice for the Teaching Profession in Zambia document.

A handwritten signature in black ink, appearing to read 'Jobbicks Kalumba', with a stylized flourish above it.

Dr Jobbicks Kalumba.
Permanent Secretary
Ministry of General Education

Acronyms

CESA	Continental Education Strategy for Africa
CPD	Continuing Professional Development
ECE	Early Childhood Education
EFA	Education for All
HEA	Higher Education Authority
HOD	Head of Department
LSEN	Learners with Special Educational Needs
MoGE	Ministry of General Education
NFPS	National Framework for Professional Standards
PTA	Parents Teachers Association
PTC	Parents Teachers Committee
ROSA	Regional Office for Southern Africa
SADC	Southern Africa Development Community
SDGs	Sustainable Development Goals
SPTP	Standards of Practice for the Teaching Profession
TCZ	Teaching Council of Zambia
TESS	Directorate of Teacher Education and Specialised Services
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TSC	Teaching Service Commission
UNESCO	United Nations Education, Scientific and Cultural Organisation
VVOB	Education for Development
ZESSTA	Zambia Education Sector Support Technical Assistance
ZAQA	Zambia Qualifications Authority

Glossary

Area of Practice: A classification of *Standards of Practice for Teaching Profession*. In this document there are six areas of practice. Each area of practice has a set of Standards and each standard has a descriptor and rating.

Continuing Professional Development (CPD): Activities and programmes developed and put in place for the on-going revitalization and development of teachers or on-going opportunities, activities and programmes that are meant to develop teachers' skills, knowledge, expertise and other teacher characteristics.

Curriculum: The specifications for a course or subject (module) which describe all the learning experiences a student undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc.

Descriptors. A set of criteria defining knowledge, skills and competencies required. For each of the Standards, there are a number of descriptions of more detailed activities and requirements. They describe the evidence that the Standard has been met.

Educational leaders: Means a school or teacher training jurisdiction leader. These leaders may comprise, provincial education officers, district board secretaries, directors, college principals, vice principals, head teachers, deputy head teachers, heads of department (H.O.D) and senior teachers. These strive to create a conducive teaching and learning environment. In some parts of the document leaders in the education system and leaders of educational institution has been used.

Initial teacher education: The first or basic level of professional development.

Learner: Refers to nursery, primary, special and secondary school pupils and young people.

Learning: A holistic process involving thinking, feeling, perceiving and behaving as individuals relate with past experience and ongoing interaction with the world throughout their lives.

Performance management: A systematic process for monitoring, evaluating and enhancing teaching competence.

Profession: A disciplined group of individuals who adhere to ethical Standards and uphold themselves to, and are accepted by, the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to exercise this knowledge and skills in the interest of others.

School: Refers to pre-school centres, nursery schools, primary schools including those with nursery classes and secondary schools.

Standards: Describe the performance, knowledge, skills, competencies and dispositions that education professionals need, to improve their professional practice which will ultimately lead to higher learner achievements.

Teaching: Is as an act of guiding and imparting knowledge skills and attitudes in and outside the classroom, can only be done professionally by qualified and trained teachers.

Teacher: A person whose professional activity involves the transmission of knowledge, attitudes, and skills to students enrolled in an educational programme.

Teacher educators: A specialist teacher of teachers. It includes all individuals who instruct prospective and practicing teachers in colleges of education and other training platforms for Continuing Professional Development (CPD) of teachers. They include lecturers, resource centre coordinators etc.

Executive Summary

Over the last 50 years, education has become one of the most important policy areas for governments across the world. Human capital in the form of a highly educated population is now accepted as a key determinant of developmental and economic success. Evidence of relative performance internationally has become a key driver of policy. That evidence suggests that the foundations of successful education lie in the quality of teachers and their leadership.

The established strength of the teaching profession in Zambia has created a secure platform upon which to build. The breadth of commitment across Zambian education to the importance of professionalising teaching is impressive. This is bolstered by the establishment of the Teaching Council of Zambia (TCZ), gazetting of a Teaching (code of ethics) Regulation of 2018 set by the Teaching Service Commission (TSC) and TCZ. The development of *Standards of Practice for the Teaching Profession* provides further points of growth.

It is against this background that the Ministry of General Education, Teaching Service Commission and Teaching Council of Zambia undertook the development of this Standards of Practice for the Teaching Profession document (SPTP). The SPTP document is set out in six areas of practice.

These are:

1. Culture
2. Teaching and learning
3. Management (classroom for a teacher, learning environment for a teacher educator and institutional for an educational leader)
4. Partnership and networking
5. Professional improvement
6. Research

Within each area of practice there are several Standards expected of teachers, teacher educators and educational leaders. The Standards have descriptors which describe what a teacher, teacher educator and educational leader is expected to be able to provide evidence of successful engagement across all six areas of practice and of appropriate knowledge and understanding across all aspects of Standards.

These Standards of Practice for Teaching Profession will be used by the teachers, teacher educators, educational leaders. Other users will include stakeholders such as the Teaching Council of Zambia, Teaching Commission of Zambia, Zambia Qualification Authority, Higher Education Authority to mention but a few of the stakeholders.



1.0

Introduction

Over the years, Zambia has reformed and restructured its education system in response to demands of new vision and mission for education to meet the demands of a knowledge society. What has been missing in this entire process is a set of standards of practice for the teaching profession that provides a strong definition of and a key reference point for the work of teachers, teacher educators and educational leaders towards achieving the learning and social outcomes. The Standards of Practice for the Teaching Profession is therefore designed to improve the quality of education and to raise the status of the teaching profession. It is aspirational in its vision, positively embracing the Zambia Vision 2030, the national development plans and the Education Act. Furthermore, the SPTP supports Zambia in meeting Goal 4 of the Sustainable Development Goals for 2030 to 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all'. In contributing towards this Goal, the Standards spelt out in the SPTP are realistic and user-friendly.

The Standards of Practice for Teaching Profession in Zambia has been written to reflect the diversity of teaching service agencies in Zambia and the wide-ranging responsibilities of teachers, teacher educators and educational leaders in a variety of contexts. The Standards are designed for all the three categories of teaching professionals (teachers, educational leaders and teacher educators) to adapt to their own context. They are complementary to the existing job descriptions for teaching professionals, rather than a replacement for them. The Standards provide clear and concise expectations for all teachers, teacher educators and educational leaders working at all levels. They also provide a framework to strengthen teachers' status as professionals.

SPTP document reflects professional consensus of what is desirable in the teacher, teacher educator and educational leaders. It permits professionals to assess themselves. The Standards advocate for

research and practice to generate new knowledge and to maintain a responsive profession that takes a diagnostic approach to the delivery of education. Inclusiveness, equity, commitment and a desire for excellence inter alia are the under-pinning principles of the Standards of Practice of the Teaching Profession. The commitment to provide every learner with the opportunities to develop the knowledge and skills required to participate in and contribute to society underpins the definition of Standards. Notably, assessment of the Standards is based on practice, more so, than on examinations, hence outstanding professionals are able to exceed the expectations.

1.1

Purpose and use of the Standards of Practice for the Teaching Profession

The following are the purpose and use of the Standards for the Teaching Profession in Zambia document:

- Assessing teachers' knowledge of their content areas and skills to deal with a wide range of teaching approaches to cater for the diverse learning needs of every learner.
- Operationalising the Teaching Profession Regulation, Teaching Profession Act and Commissions (Amendment) Acts. The acts are responsible for establishing frameworks for periodic review of professional practice and ethical standards.
- The Standards will eventually form part of a wider framework for performance management for teachers, teacher educators and educational leaders. While it is envisaged that the Standards will be established for all persons who work with students and teachers, this document focuses specifically on Standards for classroom teachers, teacher educators and educational leaders.

- The Standards will also provide the framework which institutions that prepare teachers can use to guide programme development and gauge the quality of their programmes.
- The Standards are designed to be a resource for promoting agreement among teaching service agencies i.e. Ministry of General Education, Teaching Service Commission, Teaching Council of Zambia and teacher unions, the public, and among teachers themselves about the attributes of quality teaching and educational leadership in Zambia.
- The different agencies involved in the development of the Standards in Zambia, i.e. the teacher unions, the Teaching Service Commission, the Teaching Council, Zambia Qualification Authority, Higher Education Authority and directorates within MoGE, are already developing a common approach to how the Standards will be used at the various stages of the teacher, teacher educator and educational leader lifecycles.
- Finally, the Standards of Practice for the Teaching Profession will have a coherent reflex among the various players in the teaching service, hence creating openness in expectations of the profession and uniform application of Standards.

1.2 Implementation Guidelines

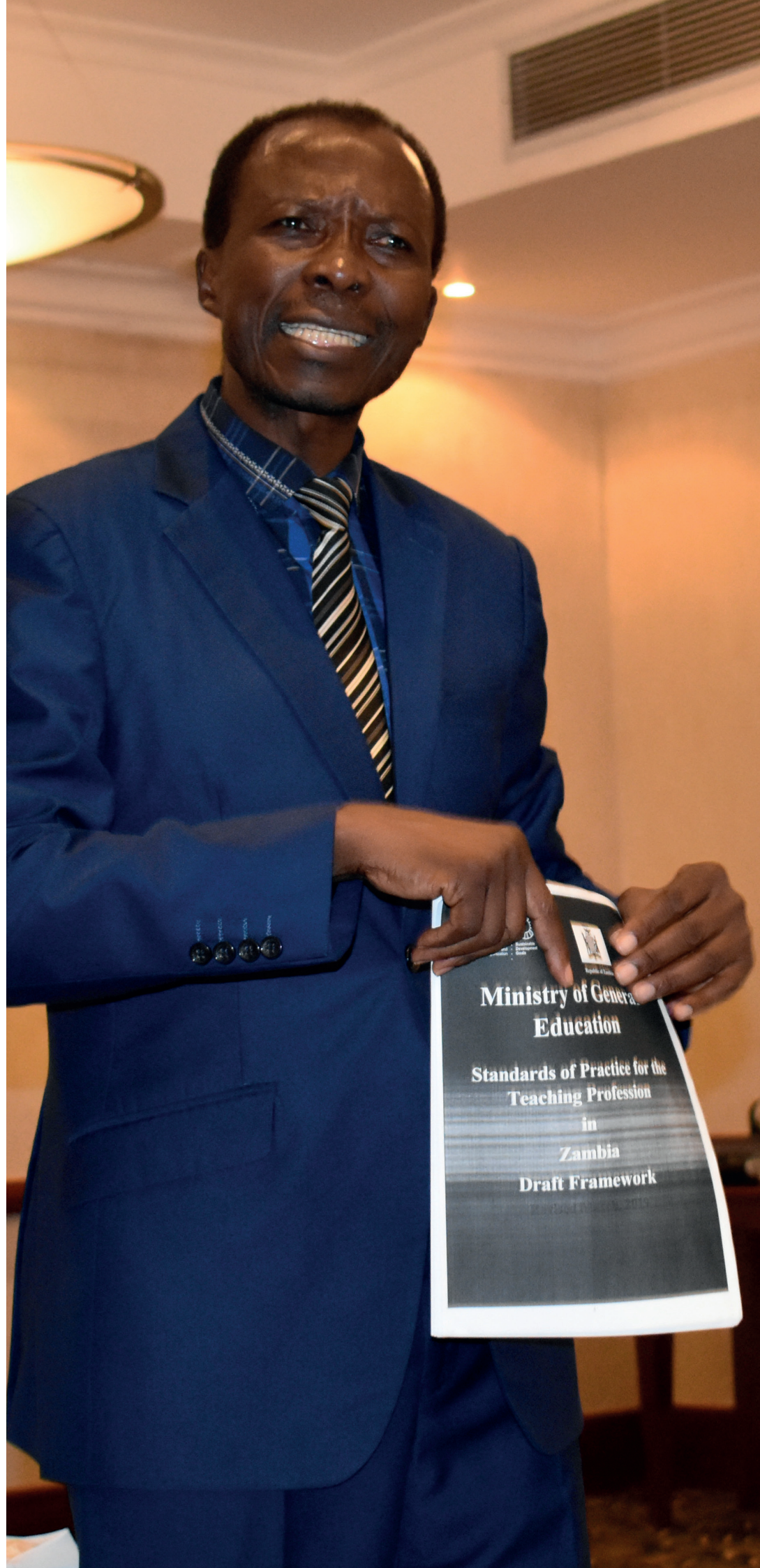
The Implementation Guidelines have been developed, as a separate document, to operationalize this document. The key conditions for successful implementation of the Standards of Practice for the Teaching Profession include:

- Explicitly linking the Standards to learning outcomes.
- Aligning this document to a comprehensive strategy to improving teaching.
- Teacher ownership of and participation in setting standards.
- Regular evaluation and revision.
- Avoiding top-down managerialism which constrains teaching practice.

1.3 Who are the Standards for?

The Standards apply to:

1. Student teachers on pre-service teacher training courses working towards meeting the Standards by the end of their course.
2. All practising teachers in schools, who are registered with the Teaching Council of Zambia.
3. Teacher educators involved in the teaching of teachers in universities and colleges both public and private, including education officers, teacher department, provincial resource centre coordinators, district resource centre coordinators, zonal resource centre coordinators and school in-service and training coordinators.
4. Teacher trade unions.
5. Teaching service agencies such as the Teaching Council of Zambia, Teaching Service Commission, Higher Education Authority and Zambia Qualification Authority, among others.
6. Higher education institutions involved in the training and development of teachers such as universities and colleges both public and private. The Standards serve as a guide in the preparation of curricula and courses for teacher training.
7. Leaders in the education system i.e. Ministry of General Education directors, provincial education officers, district education board secretaries, college principals/vice principals, heads of department, school leaders (headteachers, deputy headteachers, and senior teachers) will also need to use the SPTP document as a guide to inform their work.
8. The Standards of Practice for the Teaching Profession document takes into account all education professions in public, aided, private and community schools.



**Ministry of General
Education**

**Standards of Practice for the
Teaching Profession
in
Zambia
Draft Framework**

2013



2.0

Background

There has been considerable interest worldwide in the potential for professional teaching standards to support improvements in the quality of teaching and learning. The interest is embedded in the long-standing debate on whether or not teaching was a profession. This and the desire to improve the quality and relevance of education has caused countries, globally, to seek ways to transform teaching into a profession. In developing the Standards of Practice for Teaching Profession in Zambia (SPTP), the Ministry of General Education and its partners took into account not only a range of national practices and policies, but also drew on global and regional experiences and expertise. The following Standards in particular provided reference points:

- Australian professional standards for teachers and principals.
- The Commonwealth standards in Zambia for teachers and school leaders.
- Standards of Practice for the Teaching Profession in the Caribbean Community.
- National Professional Standards for Teachers in Namibia.
- Professional Teaching Standards in South Africa.
- Teacher Professional Standards, Zimbabwe and
- The SADC Regional Framework for Teacher Professional Standards and Competences.

The Standards of Practice for the Teaching Profession in Zambia draws from global agendas and policies such as the 2015 Incheon Declaration at the World Education Forum (WEF). The Incheon Declaration expresses commitment to 'ensure that teachers and educators are empowered, adequately recruited, well trained, professionally qualified, motivated and supported within well-resourced, efficient and effectively governed systems. This commitment is translated into Sustainable Development Goals (SDG)4 and the Education 2030 Framework for Action. Goal 4.c focuses explicitly on the teacher challenge and reads '... By 2030, substantially increase the supply of qualified teachers, including through

international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.'

At the regional level, the number one objective of the Continental Education Strategy for Africa (CESA 16-25) is the revitalization of the teaching profession.

This document, as already indicated, is further informed by the SADC Regional Framework for Teacher Professional Standards and Competences. The SADC framework consists of four categories of competencies. Each of these areas is broken into twenty standards. These are then separated into descriptors. The framework also includes one area specifically applicable to leaders of educational institutions (UNESCO-ROSA, 2018).

2.1

Legal and policy context

2.1.1

Legal context

The Standards are in accord with the Teaching Profession Act No. 5 of 2013 which established the Teaching Council of Zambia (TCZ), responsible for enforcing internationally comparable teaching profession practice Standards. TCZ has overall responsibility to license teachers by law.

The Standards are also supported by the Commissions (Amendment) Act No. 10 of 2016 which re-established the Teaching Service Commission (TSC), responsible for teachers' employment, establishing standards and guidelines on human resource management for the teaching service. The TSC is also responsible for any other standards and guidelines on teaching profession.

The Code of Ethics for Teachers (Teachers regulation 2018) is perhaps one of the most significant documents to be considered in examining the Standards. The Code of Ethics has a statutory basis under the Statutory Instrument No 1 of 2018. The Code outlines the values and

principles that guide the profession under separate headings, including “professionalism”, “Research and Development”, “educational programmes and instructions”, “relations with society” and “collaborative work”. The Code speaks of teachers’ responsibility for “sustaining and improving the quality of their professional practice.”

2.1.2

Policy Context

The Standards are further shaped by the following Zambian education policies:

- Educational Reform Document (1977). The document emphasises that the education policy should focus on education as an instrument for personal and national development. Among, other issues, the policy recommends the setting and maintenance of professional standards among teachers.
- Focus on Learning 1992 is the second major education policy in Zambia. The policy document articulates, in part, the importance of teachers’ competence, proficiency and professionalism. On this basis, the policy notes that ‘society establishes for teachers’ standards of conduct which it does not expect of other professionals’ (MOE, 1992 p.84). The policy further promotes the need for improving the quality of pre-service teacher training and continuing professional development of serving teachers.
- Educating Our Future (1996) is the third major education policy in Zambia. The policy states that the quality and effectiveness of an education system depend heavily on the quality of its teachers. It notes that teachers are key to determining the success in meeting the goals of education in Zambia. The policy further postulates that the calibre of teachers and the teaching profession are of paramount importance.

2.1.3

National Development Plans

The Standards of Practice for Teaching Practice are further informed by the national development plans i.e.

- **Fourth National Development Plan (1989).** The theme of the Fourth National Development Plan was ‘Growth from own resources’. The plan recommended the introduction of teacher training by open distance learning as a priority.
- **The Fifth National Development Plan (FNDP, 2006-2010).** The main policies for the sector were improving the quality of education and enhancing skills development. The main strategies were to strengthen employment of teachers; to provide teaching materials; to construct classrooms; and to deploy teachers so as to cater for the rapidly growing enrolment. The FNDP also refers to the need for “professional teacher enhancement.
- **Sixth National Development Plan (SNDP 2011-2015).** The Zambian government pledged to focus more on improving quality in education delivery. In this regard, school level processes such as school governance, quality assurance, teacher supervision and pedagogical support would receive special attention. The education sector would also promote school effectiveness through improved school governance and management, community involvement, partnership and curriculum development. The SNDP also provided for the establishment of “... a Teaching Council which will ensure compliance with provisions for registration and accreditation”.
- **The Seventh National Development Plan (7NDP 2017-2021)** has designed objectives and interventions that support the actualization of “A Nation with Improved Human Capital” by addressing the need to develop human beings’ capacities, specifically their ability to be educated...” It also addresses the need to attain the desired human capital development by building inclusive and appropriate skills that respond to the demands of the labour market. Building appropriate skills relies heavily on the quality of primary and secondary education.

(N.B. Appendix A provides a full comprehensive list of standards and guideline documents that the teachers, teacher educators and educational leaders need to familiarize themselves with).

2.2

Process of developing the Standards

The process of developing Standards of Practice for Teaching Profession in Zambia was initiated through Zambia Education Sector Support Technical Assistance (ZESSTA)-which was a technical assistance facility to the Ministry of General Education (MoGE) to address concerns about teacher performance through the development of a national framework. UNESCO Regional Office for Southern Africa (ROSA) was involved throughout the process and contributed to financial and technical support. It also facilitated the alignment of the emerging Zambian Standards of Practice for the Teaching Profession document with a common standards framework for the SADC region.

This process was in line with the recommendations by SADC Ministers of Education for the development of the Regional Framework for Teacher Standards and Competences.

The Standards Technical Committee led the process of development and consultation on the document. The Standards of Practice for the Teaching Profession in Zambia document was developed according to a set of design specifications that were approved by the National Steering Committee following consultation with key stakeholders during the consultative workshop of 4-5 April 2015. The document specified Areas of Practice and Standards for teachers, teacher educators and educational leaders to provide the basis for greater consistency from teaching to leadership in education. The document content refers to what teachers, teacher educators and educational leaders should know and be able to do. The SPTP provides the depth of understanding, extent of knowledge and sophistication of skill of those who teach, lead and/or supervise the education system.



3.0

Standards of Practice

Each Standard of Practice is presented as a statement of the individual standards accompanied by a series of elaborated descriptors. The descriptors further define the meaning and intent of each Standard. The order of the descriptors does not imply a hierarchy of importance or a desired chronology of acquisition over a teacher's career. Some Standards have more descriptors than others. Some Standards simply required more elaboration than others to clarify their meaning for multiple audiences.

The *Standards of Practice for Teaching Profession* are set out in six areas of practice. These are:

1. Culture
2. Teaching and learning
3. Management (classroom for a teacher, learning environment for a teacher educator and institutional for an educational leader)
4. Partnership and networking
5. Professional improvement
6. Research

Within each area of practice there are several Standards expected of teachers, teacher educators and educational leaders. The Standards have descriptors which describe what a teacher, teacher educator and educational leader is expected to be able to provide evidence of successful engagement across all six areas of practice and of appropriate knowledge and understanding across all aspects of Standards.

The Standards for a teacher, teacher educator and educational leader have three levels as described below:

i. 'Novice' (N) on first appointment, confirmation and for initial practicing certificate.

ii. 'Proficient' (P) after 2-3 years' (novice) experience and after the first renewal of the practicing certificate, i.e. the proficiency would be confirmed by the first renewal.

iii. 'Distinguished' (D) a leading professional who mentors others.

Each level of a teacher, teacher educator and educational leader has Ratings as follows:

- * = must demonstrate theoretical understanding of the standard.
- ** = must demonstrate evidence of standard.
- *** = must exceed the requirements of the standard.

3.1

Standards of Practice for the Teaching Profession Rubrics

3.1.1

Standards of Practice for Teachers

These Standards define the work of teachers and make explicit the elements of high quality effective professional practice that will improve educational outcomes for all learners. There are three levels as described below.

'Novice' (N) – What is expected of a teacher on first appointment, confirmation and for initial practicing certificate. What they should have learned from their teacher training programme, their school experience and any other work, volunteering etc.

'Proficient' (P) – what we would expect of a teacher after 2-3 years' (novice) experience and after the first renewal of the practicing certificate. This reflects their professional development over their first years, when they will have been supported by their head teacher and a mentor and exposed to different types of teaching.

'Distinguished' (D) – what we would expect of a superior teacher, whatever the length of their experience, a leading professional who mentors others and achieves excellent outcomes from learners.

How the standards apply at each level are shown below. For purposes of clarity, the ratings refer to the Standards and are guided by the descriptors.

- * = must demonstrate theoretical understanding of the standard.
- ** = must demonstrate evidence of standard.
- *** = must exceed the requirements of the standard.

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
1 Culture The responsibility for maintaining and enhancing a class and school culture that enables high quality and inclusive teaching and learning	1.1 Maintain high levels of professional conduct at all times	<ul style="list-style-type: none"> display code of ethics (e.g. honesty, integrity and compliance) and code of conduct (e.g. record of disciplinary cases) serve as a model for all learners and other colleagues display an ability to build positive interpersonal relationships understand, promote and uphold human rights. 	*	**	***
	1.2 Respect and promote the multi-cultural heritage of Zambia and ensure that it is evident in the classroom culture	<ul style="list-style-type: none"> respect, practise and appropriately teach positive cultural and institutional values and traditions of the local community promote mutual respect between the teacher and other teachers, between the teacher and learners, and between learners from diverse cultural backgrounds achieve increased patriotism and respect for Zambian values 	**	**	***
	1.3 Ensure learners are listened to and heard, and their views are acted upon where appropriate through the student councils at school level and unions at tertiary level.	<ul style="list-style-type: none"> elicit and take note of feedback, especially from quiet learners and learners with special educational needs develop and improve practice in the light of learners' feedback 	*	**	***
	1.4 Promote an inclusive environment in which the diversity, needs and prior experiences of learners are acknowledged, respected and considered.	<ul style="list-style-type: none"> cater for individual learner needs eliminate gaps in learning opportunities between different categories of learners and reduce gaps in learning outcomes establish a child friendly learning environment. 	*	**	***
	1.5 Promote child protection, health and safety in home and school environments	<ul style="list-style-type: none"> protect children from harm caused by abuse or neglect within the family and at school ensure that the responsibility of the children's health and safety is shared by the parents and general community. 	*	**	***
	1.6 Promote a culture which addresses the psycho-social needs of learners.	<ul style="list-style-type: none"> identify and address the psycho-social needs of learners through teaching and learning, school guidance and counselling resources respect the religious aspects of the learners through teaching and learning 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
2 Teaching and learning Responsibility for applying subject and pedagogical expertise and using appropriate resources to ensure successful outcomes for learners	2.1 Understand the Zambian curriculum framework, syllabi, education policies, Standards and Evaluation Guidelines, and other relevant documents.	<ul style="list-style-type: none"> • possess the appropriate policy, legislation and framework documentation • understand and implement the provisions of educational policies, legislation and frameworks (e.g. Education Act, Education policy, National Constitution, Curriculum Framework, Teacher Education and school curriculum, Qualifications Framework, Teaching Profession Act, National Training policy, Standards and Evaluation Guidelines) • correctly interpret and apply national policies in conducting continuing professional development activities and programmes. • hold the required minimum qualifications in the subject specialism and the level (e.g. ECE, primary, secondary, adult) 	***	***	***
	2.2 Possess in-depth subject content knowledge	<ul style="list-style-type: none"> • demonstrate a deep understanding of subject content • link subject content to other subjects, everyday environment, current events and research findings • keep up to date with latest developments in subject specialisation 	**	**	***
	2.3 Possess and apply a high level of pedagogical skills	<ul style="list-style-type: none"> • teach in line with recommended syllabus taking into account learner-centered approaches to teaching, adapting and supporting learning. • use appropriate instructional strategies • set challenging tasks to encourage learners to innovate and reach high expectations • ensure regular continuous assessment. 	*	**	***
	2.4 Teach differentiated content and apply strategies appropriate to characteristics, developmental stages, interests and needs of the learners	<ul style="list-style-type: none"> • use applicable learning theories for understanding stages of learner development • understand content development for the grade level. • evaluate learners according to ability • demonstrate knowledge of different learning styles • appreciate learning difficulties and offer support • demonstrate knowledge of the social and economic diversity of learners • ensure teaching and learning strategies are non-discriminatory 	*	**	***
	2.5 Develop and use relevant, sustainable and innovative teaching and learning materials including ICT	<ul style="list-style-type: none"> • understand the roles of teaching and learning materials • possess knowledge and skills in interpreting curriculum content into appropriate teaching and learning material requirements. • apply appropriate skills in the design and development of teaching and learning materials. • use a wide variety of pedagogical strategies (e.g. ICT, social media, local materials, innovative and creative approaches). 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
	2.6 Plan lessons and activities for effective teaching and learning	<ul style="list-style-type: none"> plan for lessons effectively by considering learners (effectively using lesson plans) ensure that pupils become independent learners, constructing their own knowledge and creating their own meaning to enhance their learning 	*	**	***
	2.7 Deliver lessons and provide training that lead to desired learner outcomes	<ul style="list-style-type: none"> implement a lesson along a plan and modify according to response of learners using a variety of teaching strategies link theories into practice take into account prior knowledge, experiences and individual learning needs motivate and provide constructive feedback to learners effectively manage learners' questions and misconceptions promote critical thinking and problem-solving skills achieve the planned learning outcomes facilitate successful co-curricular activities 	*	***	***
	2.8 Assess, provide feedback and report on individual's learning, seeking to make consistent and accurate judgments	<ul style="list-style-type: none"> demonstrate understanding of the use of assessment to enhance learning prepare effective assessment items for learners maintain records and manage learners' assessment effectively use data to make consistent and accurate judgements and reflect on lesson delivery to improve practice and learners' progress effectively use diagnostic, formative (including real time) and summative assessment methods with timely feedback to learners adopt peer moderation processes that validate accuracy 	*	***	***
	2.9 Review and reflect on own practice and seek to continuously improve	<ul style="list-style-type: none"> reflect and act on lesson delivery for further improvement maintain records on reflective practice include self-evaluation statements in lesson plans and identify improvements in teaching that can be made 	*	**	***
3 Class management Responsibility for creating an effective learning environment through appropriate class management practices	3.1 Use effective class management skills to create a conducive learning environment and address the needs of different learners	<ul style="list-style-type: none"> achieve feedback from observations and inspections that demonstrate the presence of a conducive learning environment maintain records of learner outcomes use resources creatively and innovatively effectively use remedial exercises 	*	**	***
	3.2 Manage learners' behaviour effectively to maximise learning	<ul style="list-style-type: none"> publish clear rules for learner behaviour promote consistently high standards of behaviour from all learners manage learners in line with school's culture and behaviour policy 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
		<ul style="list-style-type: none"> • apply positive discipline, e.g. effective use of the guidance and counselling office • effectively manage learner interaction • model good behaviour at all times 			
	3.3 Manage time effectively	<ul style="list-style-type: none"> • maintain an accurate record of attendance and punctuality • effectively use the class time table • keep evidence of effective use of time in the class, for example, period registers, observation records 	***	***	***
	3.4 Provide head teacher and other relevant stakeholders, including parents/guardians, with feedback on learners' progress and behaviour	<ul style="list-style-type: none"> • provide well written, accurate reports to head teacher, parents and other relevant stakeholders • involve parents/guardians in the teaching and learning process and in discussions on behaviour • ensure regular continuous assessment 	*	**	***
	3.5 Ensure the social and emotional well-being of learners	<ul style="list-style-type: none"> • maintain high rates of attendance from learners • keep records of learners' conduct • ensure there is psycho-social support for the learners, as shown by records of counselling sessions and psycho-social support activities 	*	**	***
	3.6 Demonstrate highly effective verbal and non-verbal communication skills	<ul style="list-style-type: none"> • ensure verbal communications are clear and concise • seek clarification on language of instruction • teach effectively in the language of instruction • provide clear and accurate written communications that are appropriate to learners • use effective non-verbal language to reinforce verbal communication • effectively communicate with parents/guardians, peers and educational administrators • demonstrate active listening skills 	*	**	***
4 Partnership and Networking Responsibility for collaborating with the wider school community and other stakeholders to support and enhance teaching and learning	4.1 Collaborate with other teachers in the school and other institutions to share ideas and develop practice	<ul style="list-style-type: none"> • Engage in joint partnership meetings to enhance a learner-centred culture in the schools • Network with professional forums that foster strong and effective levels of teamwork • Partner with other institutions to adopt best practices 	*	**	***
	4.2 Develop effective partnerships with parents/guardians to involve them in their child's learning	<ul style="list-style-type: none"> • Involve parents in the school activities, e.g. in managing the conduct of the learner • Implement the homework policy and undertake home visits 	*	**	***
	4.3 Play an active role in the local community in promoting the work of the school	<ul style="list-style-type: none"> • engage in a variety of community activities • receive positive feedback from the community 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
5 Professional Improvement Responsibility for developing own professional best practice, knowledge and competences through engaging in appropriate learning activities	5.1 Engage in continuing professional development, both in school and the wider educational community	<ul style="list-style-type: none"> • use current trends in subject knowledge/pedagogy in own teaching • use collaborative team and peer teaching, involving observation, feedback and mentoring/coaching techniques to develop practice • participate in, and contribute to, the scheduled school meetings • be a member of, and participate in, professional subject associations • extend own practice through professional learning beyond the school (e.g. making effective use of resource centres and attending zone activities) • upgrade qualifications in the relevant field of practice • attend relevant CPD activities 	**	***	***
	5.2 Participate actively in performance management and development processes: review own performance, give and receive feedback and agree on personal targets in line with school strategies and improvement plans	<ul style="list-style-type: none"> • initiate and participate in performance management processes (e.g. Annual Performance Appraisal Scheme) • act on feedback from line managers, inspectors, peers and other colleagues to improve performance • contribute to the school improvement plan and/or strategies through own work plans and work activities 	**	***	***
	5.3 Support the development of colleagues and teachers in training	<ul style="list-style-type: none"> • act as an effective mentor and/or coach • support lesson planning and provide constructive feedback to teachers in training 	*	**	***
6 Research Responsibility for undertaking research and utilizing research findings to improve teaching and learning.	6.1 Engage in education research to inform practice	<ul style="list-style-type: none"> • undertake research, including classroom action learning, surveys, questionnaires, literature searches etc. • use research findings to inform practice • disseminate research findings through meetings, workshops, seminars, articles, and publications • follow-up on research recommendations 	*	**	***

3.1.2 Standards of Practice for Teacher Educators

These Standards define the work of teacher educators and make explicit the elements of high quality effective professional practice that will improve educational outcomes for all trainee teachers.

The Standards apply to those involved on a full-time basis in training new teachers or providing in-service development of licensed teachers. They include; education officers teacher department, provincial resource centre coordinators, district resource centre coordinators, zonal resource centre coordinators and school in-service and training coordinators.

Where there is a distinction between the responsibilities of 'teacher educators' and 'CPD coordinators', this will be clearly indicated in the text below. Some of these Standards may also be relevant to other professionals who, as part of their role, support the training and development of teachers. There are three levels as described below.

'Novice' (N) – What is expected of a teacher educator on first appointment and for initial license. What they should have learned from

their experience as teachers, their continuing professional development and any other work, volunteering etc.

'Proficient' (P) – what we would expect of a teacher educator after 2-3 years' experience as an educator, as they prepare for re-licensing. This reflects their professional development over their first years, when they will have been supported by their College Principal and a mentor and exposed to different types of teacher training.

'Distinguished' (D) – what we would expect of a superior teacher educator, whatever the length of their experience, a leading professional who mentors others and achieves excellent outcomes from student teachers.

How the standards apply at each level are shown below. For purposes of clarity, the ratings refer to the standards and are guided by the descriptors.

- * = must demonstrate theoretical understanding of the standard.
- ** = must demonstrate evidence of standard.
- *** = must exceed the requirements of the standard.

Areas of practice	Standards	Descriptors (evidence that Standards	N	P	D
1 Culture The responsibility for developing and maintaining a professional environment that models high Standards for teachers in training.	1.1 Demonstrate leadership and high levels of professional conduct, aiming to model best practice at all times	<ul style="list-style-type: none"> display honesty and integrity and compliance with the Code of Ethics and any other relevant codes of conduct (e.g. record of disciplinary cases) model respect for all students, teachers in training and other colleagues show an ability to build positive interpersonal relationships understand, promote and uphold human rights promote and model team building skills 	**	***	***
	1.2 Promote and respect the multi-cultural heritage of Zambia and ensure that it is evident in the learning environment	<ul style="list-style-type: none"> respect, live and appropriately teach positive multicultural and institutional values model respect for Zambia's multicultural heritage and values with students and teachers in training; achieve mutual respect model gender responsiveness in student teachers achieve increased patriotism and respect for Zambian values 	***	***	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
	1.3 Ensure students, teachers in training and other educators are listened to and their views and interests are acted upon where appropriate, modelling good professional practice	<ul style="list-style-type: none"> develop and improve own practice in the light of feedback from students, teachers in training, other teacher educators and educational leaders develop the views and interests of students and teachers in training into good professional practice through modelling good practice. 	**	***	***
	1.4 Promote an inclusive environment in which the diversity, needs and prior experiences of in-service and pre-service learners are acknowledged, respected and considered.	<ul style="list-style-type: none"> eliminate gaps in learning opportunities between different categories of pre-service and in-service learners and reduce gaps in learning outcomes effectively address gaps in knowledge and skills development between pre-service and in-service learners cater for individual learning needs 	*	**	***
	1.5 Promote a culture which addresses the psycho-social needs of pre-service and in-service learners	<ul style="list-style-type: none"> meet the psycho-social needs of all pre-service and in-service learners through CPD activities and college/school guidance and counselling services. model psycho-social support skills with pre-service and in-service learners 	*	**	***
2 Teaching and Learning Responsibility for applying instructional frameworks and processes to ensure successful outcomes for learners	2.1 Understand education policies, conceptual frameworks including those covering Continuing Professional Development (CPD) and other relevant documents	<ul style="list-style-type: none"> possess the appropriate policy and framework documentation know and implement policies, legislation and frameworks on education (e.g. Education Act, Education policy, National Constitution, Curriculum Framework, Teacher Education and school curriculum, Qualifications Framework, Teaching Profession Act, National Training policy, Standards and Evaluation Guidelines, national learning assessment framework) correctly interpret and apply national policies on conducting continuing professional development activities and programmes hold the required minimum qualifications in the subject specialism and the level (e.g. ECE, primary, secondary, adult) 	***	***	***
	2.2 Possess in-depth subject content knowledge and prior teaching competences	<ul style="list-style-type: none"> demonstrate a deep understanding of subject content possess appropriate prior competences in the subject and level link subject content to other subjects, everyday environment, current events and research findings keep up to date with latest developments in subject specialisation use subject content knowledge and skills acquired to facilitate CPD programmes. 	***	***	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
	2.3 Possess and apply a high level of pedagogical skills	<ul style="list-style-type: none"> • use appropriate instructional strategies in the pedagogical training of pre-service and in-service teachers • ensure that pre-service and in-service teachers use appropriate instructional strategies to benefit all learners in their classroom practice • be inspirational and motivational in teaching students • model best classroom practices for students and teachers in training that foster creativity in learners 	*	**	***
	2.4 Teach differentiated content and pedagogy and guide students and teachers in training to select content appropriate to the characteristics and developmental stages of learners	<ul style="list-style-type: none"> • use applicable learning theories for understanding stages of learner development • understand content development for the educational level • evaluate learners according to ability • be aware of different learning styles • appreciate learning difficulties and offer support • be aware of the social and economic diversity of learners • ensure teaching and learning strategies are non-discriminatory 	*	**	***
	2.5 Facilitate development and usage of relevant, sustainable and low-cost teaching and learning materials including ICT	<ul style="list-style-type: none"> • understand the roles of teaching and learning materials • possess knowledge and skills in translating curriculum content into appropriate teaching and learning material requirements • apply appropriate skills in the design and development of teaching and learning materials. • regularly model the creative and effective use of teaching and learning resources so that students and teachers in training use a wide variety of pedagogical strategies (e.g. ICT, social media, local materials, innovative and sustainable approaches) in their own teaching 	**	***	***
	2.6 Plan for effective teaching and learning and CPD activities	<ul style="list-style-type: none"> • plan for lessons effectively by considering learners and materials • mentor students and teachers in training in effective lesson planning and delivery • enable students and teachers in training to become independent learners, constructing their own knowledge and creating their own meaning to enhance their teaching expertise • guide students and teachers in training to set high performance targets for their learners • plan schedules for continuing professional development activities (CPD coordinators) • plan for CPD activities based on research findings (CPD coordinators) 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
	2.7 Deliver lessons and provide training	<ul style="list-style-type: none"> • implement a lesson along a plan and modify according to response of learners using a variety of teaching strategies • link theories to practice • take into account prior knowledge, experiences and individual learning needs • provide constructive timely feedback to students and teachers in training • effectively manage learners' questions and misconceptions • promote critical/creative thinking and problem-solving skills • achieve planned learning outcomes • model best practices in all the above 	*	**	***
	2.8 Assess, provide feedback and report on individual's learning, seeking to make consistent and accurate judgements	<ul style="list-style-type: none"> • demonstrate understanding of the use of assessment to enhance learning • analyse assessment data to establish trends in student performance • prepare effective assessment tools and items for students • mentor students on setting assessment items • maintain and manage student assessment records effectively • undertake self-assessment • use data to make consistent and accurate judgements and reflect on lesson delivery to improve practice and the progress of students and teachers in training • effectively use diagnostic, formative (including real time) and summative assessment methods with timely feedback to learners • plan and deliver CPD programmes on assessment (CPD coordinators) • model best practice in the use of assessment in teaching and learning 	*	**	***
	2.9 Reflect on own practice and seek to continuously improve	<ul style="list-style-type: none"> • reflect and act on lesson delivery for further improvement • maintain records of own reflective practice and guide students and teachers in training on maintaining records of reflective practice • mentor students on effective reflection on lessons and general practice • monitor school experience for evidence of effective student reflective practice and use observation data to inform training practice • monitor teachers in training for evidence that they reflect on their practice (CPD coordinators) • include self-evaluation statements in lesson plans and training plans and identify improvements in teaching and delivery that can be made 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
3 Management of the learning environment Responsibility for creating an effective learning environment through managing human and physical resources	3.1 Use exemplary management skills to model a highly effective classroom or CPD setting which creates an enabling learning environment	<ul style="list-style-type: none"> • use management tools for tracking performance • model classroom/CPD activities that create a conducive environment for teaching and learning • maintain records of observation and feedback that demonstrate the presence of an enabling environment and high performance • maintain records of achievement for students and teachers in training • improve participation in CPD activities such as Lesson Study (CPD coordinators) • maintain strategic plans/annual work plans/activity plans/schedules for CPD and learning activities. 	*	**	***
	3.2 Use an observation model that guides training, monitoring and the processes of sharpening the classroom practices of students and teachers in training	<ul style="list-style-type: none"> • undertake regular, direct observation • give support for lesson planning and provide constructive feedback using observation sheets • use an observational model for providing guidance in key areas of professional growth and competency development maintaining records of follow up activities • participate in CPD and learning activities 	*	**	***
	3.3 Manage time and resources effectively	<ul style="list-style-type: none"> • make effective use of time and teaching and learning resources • effectively use time with students and teachers in training • maintain clear and accurate records of own attendance and activities • keep records of personal CPD activities undertaken • model exemplary time and classroom management skills 	***	***	***
	3.4 Provide feedback on the performance trends of students and teachers in training	<ul style="list-style-type: none"> • produce timely and accurate written reports • maintain records of students' performance trends • maintain records of participation by participants from schools, districts, provinces and national levels (CPD coordinators) • model best practice in keeping records • follow-up on feedback given to students and teachers in training • provide appropriate feedback on attendance and progress to participants' organisations and key stakeholders 	**	***	***
	3.5 Provide psycho-social support to students and teachers in training	<ul style="list-style-type: none"> • exhibit knowledge of counselling skills • ensure there is psycho-social support for students and teachers in training as shown by records of counselling sessions and psycho-social support activities • model counselling skills to students and teachers in training 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
	3.6 Demonstrate effective communication skills	<ul style="list-style-type: none"> • ensure own verbal communications are clear, succinct and honest • produce clear and accurate written communications that are appropriate to the audience • use appropriate body language to reinforce verbal communications • demonstrate active listening skills • effectively communicate with stakeholders • guide students and teachers in training to enhance their communication skills 	*	**	***
	3.7 Monitor and evaluate learning activities	<ul style="list-style-type: none"> • make effective use of monitoring and evaluation instruments, reports and follow-up activities • complete evaluation reports of activities and programmes conducted • build capacity in monitoring and evaluation • undertake and share analyses of findings 	*	**	***
4 Partnership and Networking Responsibility for collaborating and partnering with peers and other stakeholders to support and enhance teaching and learning	4.1 Work collaboratively with colleagues from own and other institutions both within own specialism and across subjects	<ul style="list-style-type: none"> • engage in team planning to foster effective teaching and/or CPD activities, modelling demo lessons and collaborative lesson evaluation • undertake joint professional development activities that improve experiences for students and teachers in training • model best practices for students and teachers in training on how to work in collaboration with others 	*	**	***
	4.2 Develop effective linkages with local and international institutions.	<ul style="list-style-type: none"> • collaborate across institutions through networking, shared learning and joint activities. • enable students and teachers in training to benefit from collaboration across institutions through networking, support groups, guest teachers, mentorship programmes, counselling sessions and school experience. • encourage teachers to register and participate in professional (subject) associations • maintain records of successful networks 	*	**	***
5 Professional Improvement Responsibility for developing own professional best practice, knowledge and competences through engaging in appropriate learning activities	5.1 Engage in continuing professional development, both in own institution and the wider educational community	<ul style="list-style-type: none"> • actively participate in continuing professional development activities including learning from being a trainer and from developing programmes for others • keep up to date with developments in own subject area, pedagogy and in appropriate policies and initiatives • effectively use resource centres in order to strengthen the pedagogical knowledge and skills of students • extend own practice through professional learning beyond the institution 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
		<ul style="list-style-type: none"> be a member of, and participate in, professional subject associations 	*	**	***
	5.2 Participate actively in performance management and development processes, review own performance, give and receive feedback and agree on personal targets	<ul style="list-style-type: none"> initiate, and participate in, performance management processes (for example, the Annual Performance Appraisal Scheme) act on support and feedback from line managers, standards officers, peers and other colleagues to improve performance model performance management and development process skills in students and teachers in training culture students in CPD practices 			
6 Research Responsibility for undertaking research and utilizing research findings to improve practice and inform policy	6.1 Actively engage in educational research and encourage students to be researchers	<ul style="list-style-type: none"> be knowledgeable about different research methodologies and have practical experience of these develop research proposals actively conduct educational research to improve policy and classroom practice engage student and teachers to undertake basic research activities produce research reports and disseminate research findings with colleagues and stakeholders, through e.g. seminars, workshops and publishing articles in local and international journals follow-up on research recommendations contribute to the development of own subject specialism and pedagogy through research activities provide an inspirational model of undertaking and using research for students and teachers in training 	*	**	***

3.1.3

Standards of Practice for Educational leaders

These Standards define the work of leaders in educational institutions and make explicit the elements of high quality effective professional practice that will improve educational outcomes for all learners. Leaders in the education system such as Ministry of General Education directors, provincial education officers, district education board secretaries, college principals/vice principals, head of departments, headteachers, deputy headteachers, and senior teachers). There are three levels as described below.

‘Novice’ (N) – What is expected of an educational leader, e.g. head teacher or principal, on first appointment and for initial licence. What they should have learned from their experience as a teacher, team leader and mentor and from leadership and management training.

‘Proficient’ (P) – what we would expect of an educational leader, e.g. head teacher or principal, after 2-3 years’ experience, as they prepare for re-licensing. This reflects their professional development over their first years, when they will have been supported by their district officers and professional colleagues and exposed to different management experiences.

‘Distinguished’ (D) – what we would expect of a superior head teacher or principal, whatever the length of their experience, a leading professional who mentors others and achieves excellent outcomes from learners in their institution.

How the standards apply at each level are shown below. For purposes of clarity, the ratings refer to the standards and are guided by the descriptors.

- * = must demonstrate theoretical understanding of the standard.
- ** = must demonstrate evidence of standard.
- *** = must exceed the requirements of the standard.

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
1 Culture The responsibility for creating an institutional environment with a clear vision, clear goals and high standards for learners, staff and other members of the school community	1.1 Develop and implement a strategic plan, in collaboration with key stakeholders, which effectively communicates the shared mission statement, vision, goals, values and practices of the institution.	<ul style="list-style-type: none"> publish a mission statement, vision, values and goals for the school/college develop a strategic plan and disseminate to all stakeholders engage stakeholders in the implementation of the vision, values and goals on an ongoing basis establish baselines and induction of new staff implement, monitor and evaluate annual goals and activities in line with strategic intent 	*	**	***
	1.2 Promote and guarantee the multi-cultural heritage of Zambia and ensure that it is evident in the professional relations.	<ul style="list-style-type: none"> model respect for other people’s cultures in day-to-day interactions by doing away with own cultural biases plan institution activities that respect and value diverse cultures take a leading role in actively participating in activities aimed at promoting cultural differences 	**	***	***
	1.3 Ensure the voices of the learners/teachers are heard and addressed through formal and informal structures and mechanisms.	<ul style="list-style-type: none"> establish functional structures (Parents Teachers Committee, student councils) for ensuring that the learners’ voice is heard improve the learning and teaching environment by addressing the needs of learners and teachers. 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
		<ul style="list-style-type: none"> document, share and follow up on agreed action points of minutes where learners discuss issues concerning their learning process 			
	1.4 Promote learner-centred practices which reflect institutional culture and improve learning performance	<ul style="list-style-type: none"> ensure that staff collaborate to improve teaching and learning by sharing teaching experiences and materials involve learners in all school activities establish school level learner friendly platforms 	*	**	***
	1.5 Ensure an inclusive environment in which the diversity (including gender equality), needs and prior experiences of learners are acknowledged, respected and taken into account.	<ul style="list-style-type: none"> ensure educational programmes meet the diverse learning needs of different groups including learners with Special Educational Needs (LSEN) ensure a pedagogy is applied that recognises and respects the diversity, needs and prior experience of all learners take actions to address gaps in learning outcomes across different groups develop action plans and strategies based on a human rights approach to ensure that learners' rights to education are respected and guaranteed 	*	**	***
	1.6 Facilitate a gradual process of positive cultural transformation by taking into account stakeholder aspirations and needs within the context of the prevailing trends in the education sector	<ul style="list-style-type: none"> maintain regular CPD training on professional standards hold regular review meetings on professional practices carry out periodic assessments of professional practices through developed M&E tools utilise best practices on change management 	*	**	***
2 Teaching and Learning Responsibility for ensuring teaching methods and content meet expectations to achieve desired outcomes for learners.	2.1 Provide instructional leadership through engagement with staff members to share knowledge about effective teaching and learning in the context of the existing Zambian curriculum and education policy documents.	<ul style="list-style-type: none"> undertake regular staff performance reviews hold regular staff meetings to review the outcomes of teaching and learning activities maintain minutes/reports of discussions on curriculum developments and updates on national education initiatives participate in head teachers' in-service meetings (HIM) regulate class size in line with policy guidelines to improve teacher pupil ratio to improve teaching and learning. 	*	**	***
	2.2 Ensure effective teaching and learning takes place throughout the institution leading to positive learner outcomes	<ul style="list-style-type: none"> ensure that teachers are applying current education policies and frameworks ensure that teachers have up to date subject knowledge and pedagogical skills support teachers in matching content to learners' needs and making effective use of resources ensure that teachers deliver well prepared lessons and assessments support teachers to reflect on their own practice 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
	2.3 Promote teamwork and support staff members to establish and sustain effective teacher/learner relationships to improve learners' progress	<ul style="list-style-type: none"> introduce shared CPD activities and other mechanisms to encourage teamwork maintain positive teacher/learner relationships create a friendly teacher/learner platform where teachers and learners discuss issues of common interest establish platforms that foster positive inter-personal relations among teachers for effective teaching and learning 	*	**	***
	2.4 Ensure that the design, delivery and review of the institution's programmes are informed by institution-based and external evaluation	<ul style="list-style-type: none"> use institutional data (e.g. surveys, examination results, monitoring and evaluation reports, attendance registers) to achieve and sustain continuous improvement in institutions promote the use of innovative teaching practices and learning resources, including ICT keep records of formal meetings to review and discuss progress on teaching and learning ensure that programmes are updated in the light of evaluation 	*	**	***
3 Institutional management Responsibility for leading and managing institutional operations, programmes and activities, including monitoring and evaluation, in order to enhance institutional performance.	3.1 Provide leadership that operates within government and institutional policies and existing laws; and in a way that enhances the effective day-to-day operation of the institution	<ul style="list-style-type: none"> ensure that policy documents and guidelines are readily available, disseminated, understood and utilised by all staff advocate for raising the entry qualifications for teacher training to enhance quality of education ensure that the institution is operating in line with government policies and regulations, without exceptions ensure that standards inspection reports are fully acted upon by relevant authorities 	*	**	***
	3.2 Generate and timely use accurate information on learners' progress and the institution's operations.	<ul style="list-style-type: none"> ensure that relevant information is being collected and reported to the appropriate authorities and to key stakeholders for decision-making purposes use information to monitor progress, identify priorities and improve institutional performance 	*	**	***
	3.3 Effective management and utilisation of existing human resources to improve institutional performance.	<ul style="list-style-type: none"> participate in the recruitment process of qualified personnel in line with the existing recruitment policy and guidelines ensure that effective observation and mentoring arrangements are in place for staff and teachers in training adopt review and assessment processes that inform development needs identification and prioritising of CPD effectively use performance management and development process and other tools to improve the performance of staff members 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
		<ul style="list-style-type: none"> ensure there are psycho-social support services available for staff 			
	3.4 Effective management and utilisation of human, financial, and physical resources (e.g. time, finances, property and facilities)	<ul style="list-style-type: none"> ensure that administrative manuals and other best practice tools are developed and used within the institution develop a detailed institutional budget based on planned activities achieve positive outcomes from inspection and audit reports ensure there are follow up actions on recommendations on the execution of budgeted resources ensure timely payment of user fees by learners oversee the disbursement of budgeted funds for timely use in the learning institution 	*	**	***
	3.5 Create an enabling environment for teaching and learning towards the holistic development of learners.	<ul style="list-style-type: none"> ensure there is a safe, secure and healthy environment for all learners develop and provide attendance monitoring systems at all levels to ensure high levels of attendance at the institution by all staff and learners actively involve staff and learners in all institution activities ensure that arrangements are in place for the motivation and psycho-social support of learners ensure that educational programmes and infrastructure meet the diverse learning needs of different groups (including learners with special educational needs) 	*	**	***
	3.6 Demonstrate effective communication skills (verbal and non-verbal)	<ul style="list-style-type: none"> use clear and succinct verbal and written communications. use appropriate body language to reinforce verbal communication. effectively communicate with parents/guardians, peers and other educational administrators demonstrate active listening skills 	*	**	***
4. Partnership and Network Responsibility for strengthening communication and relationships with stakeholders in the community, with other institutions, and with other educational leaders to support and enhance institutional performance.	4.1 Collaborate with and involve key stakeholders in the life of the institution, including strategic decision-making	<ul style="list-style-type: none"> develop collaborative relationships within and beyond the institution's community maintain constructive professional relationships with government agencies and others in the wider education community. build effective networking arrangements with other institutions and other educational leaders maintain effective interpersonal relationship skills 	*	**	***
	4.2 Maintain regular interactions with stakeholders (including parents) on teaching and learning	<ul style="list-style-type: none"> inform parents on learners' progress involve parents and the local community in school extra-curricular activities involve parents in the implementation of homework policy 	*	**	***

Areas of practice	Standards	Descriptors (evidence that Standards are being met)	N	P	D
		<ul style="list-style-type: none"> ensure that core-curricular activities involving parents, the community and other stakeholders successfully well attended ensure that the institution is well regarded, with a good reputation in the local community promote regular interaction with stakeholders including parents on teaching, learning and other matters that can enhance learner performance 			
5. Professional Improvement Responsibility for developing own professional best practice, knowledge and competences through engaging in systematic and managed professional learning.	5.1 Maintain a professional learning culture	<ul style="list-style-type: none"> participate and lead in the development and implementation of CPD plans keep up-to-date with current global trends in CPD involve staff in identifying training needs and initiating personal development plans promote communities of practice, where staff work together in common subject groups or in groups where there are common interests participate in seminars, conferences and workshops which enhance professional growth and career development 	*	**	***
	5.2 Participate actively in performance management and development processes: review own performance, give and receive feedback and agree personal targets in line with institutional strategies and improvement plans	<ul style="list-style-type: none"> initiate and participate in performance management processes (e.g. Individual Annual Workplans, Annual Performance Appraisal Scheme) undertake performance reviews, providing and receiving feedback from staff, line managers, inspectors, peers and other colleagues to improve learner performance act on feedback from line managers, inspectors, peers and other colleagues to improve learner performance review evidence of institutional improvement and develop further plans and strategies 	*	**	***
6. Research Responsibility for undertaking research, supporting others to undertake research and utilising research findings to improve teaching and learning and institution performance.	6.1 Initiate and undertake research	<ul style="list-style-type: none"> possess knowledge of research principles and methods possess strong analytical and dissemination skills use data collection tools including data analysis methods ensure that action/implementation plans are informed by research findings promote a strong research culture in own institutions use research findings for decision-making 	*	**	***
	6.2 Use of empirical data for planning, policy formulation and decision-making at all levels	<ul style="list-style-type: none"> ensure that action/implementation plans are informed by research findings promote a strong research culture in own institutions use research findings for decision-making 	*	**	***

Note: Head teachers and other school leaders with teaching responsibilities will also need to meet the requirements of current Standards and/or criteria for teachers.

4.0

Implementation of Standards

To support the implementation of the Standards of Practice for the Teaching Professional, the Implementation Guidelines have been developed. The key conditions for successful implementation of the Standards include:

- Explicitly linking the Standards to learning outcomes.
- Aligning the Standards of Practice for the Teaching Profession to a comprehensive strategy to improving teaching.
- Teacher ownership of and participation in setting standards.
- Regular evaluation and revision.
- Avoiding top-down managerialism which constrains teaching practice.

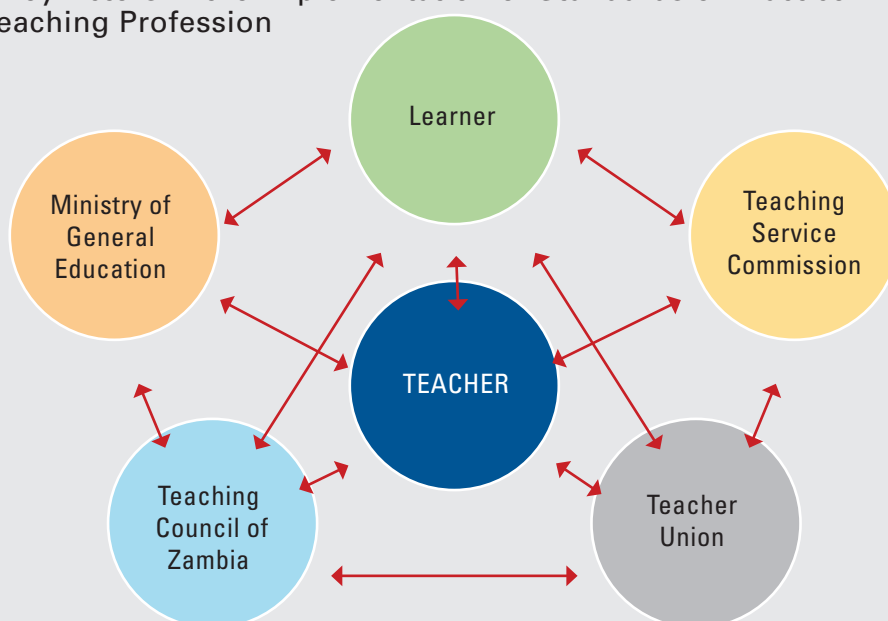
The key elements of the Implementation Guidelines include, among others:

- Advocacy and dissemination to all relevant stakeholders.
- Integrating the Standards of Practice for the Teaching Profession into national policies.

- Orienting teaching professionals on the Standards.
- Building necessary capacity to implement the document.
- Developing a Statutory Instrument for this document.
- Sourcing necessary budget and funding.
- Constituting an advisory body (to be formed by representatives of the teaching service agencies).
- Monitoring and evaluation (develop indicators and tools).

Figure 1 shows the key actors (individuals and institutions) who will be involved in the implementation of Standards as spelt out in this document. While the Standards will be used by all stakeholders mentioned in the framework, the Teaching Council of Zambia will drive the process to enhance effectiveness of the implementation and as guided by the SADC Framework for Teacher Professional Standards and Competence

Figure 1 Key Actors in the Implementation of Standards of Practice for the Teaching Profession



Roles and functions of the key teaching service agencies

Institution	Roles and Responsibilities
Ministry of General Education	<ol style="list-style-type: none"> 1) Formulate and implement education and science policies 2) Set and enforce standards and regulations 3) Supervise and provide education and skills development 4) Promote science, technology and innovation education.
Teaching Council of Zambia	<ol style="list-style-type: none"> 1) Register teachers 2) Regulate professional conduct of teachers 3) Accredite colleges of education 4) Develop, maintain and improve appropriate standards of qualifications 5) Promote continuing professional development (CPD) 6) Create awareness of protecting the public against unsound teaching practices 7) Ensure that rules and regulations for professional ethics are responsive to the expectations of the public and those who rely on the teaching profession 8) Investigate allegations of professional misconduct and impose sanctions as may be necessary 9) Facilitate acquisition of knowledge by teachers through establishment of library and other facilities necessary to achieve that end 10) Raise and sustain the character of the teaching profession and declare any particular teaching practices as undesirable for all so as to increase confidence of the public in teachers 11) Create a platform for the communication and interchange of views on matters relating to the teaching profession and disseminate these views to the public 12) Promote, protect and advance the general interest of teachers 13) Collaborate with the teacher-unions on conditions of service and remuneration of teachers 14) Do all such things as are necessary or incidental to the performance of its functions under the Teaching Profession Act.
Teaching Service Commission	<ol style="list-style-type: none"> 1) Second, transfer, re-grade and separate employees in the Teaching Service; 2) Facilitate the transfer of staff across the Service Commissions; 3) Transfer employees from one Government institution to another Government institution within the Teaching Service; 4) Authorize the withholding, reduction, deferment or suspension of salary of employees in the Teaching Service; 5) Hear and determine complaints and appeals from employees whose cases have been determined by Government institutions within the Teaching Service;

Teaching Service Commission

- 6) In consultation with the Teaching Council, set and promote a code of ethics and human resource management principles and values for the Teaching Service, in accordance with the values and principles set out in section four of the Act;
- 7) Establish standards and guidelines on human resource management for the Teaching Service;
- 8) Monitor and evaluate compliance with the code of ethics, human resource management principles and values and any other standards and guidelines on human resource management for the Teaching Service, in the execution of delegated powers and functions by Government institutions in the Teaching Service;
- 9) Impose appropriate sanctions, including withdrawal of delegated human resource management functions, on erring Government institutions within the Teaching Service; and
- 10) Perform such other functions as are necessary or incidental to the regulation of human resource management in the Teaching Service.

The Teaching Service Commission may, by regulations, delegate any of its functions to responsible officers or committees.

NB: The Implementation Guidelines have an expanded list of stakeholders

5.0

Selected References

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- UNESCO (2019) *SADC Regional Framework for Teacher Professional Standards and Competencies*. Harare: UNESCO ROSA.

Appendix A

List of Selected Standards and Guideline Documents

[Source: MoGE (2015). Standards and Evaluation Guidelines]

1. Laws

- 1.1 Constitution of Zambia.
- 1.2 Education Act, 2011
- 1.3 Teaching Profession Act, 2013
- 1.4 Zambia Qualifications Authority Act, 2011

2. Policies

- 2.1 Adult Literacy Policy
- 2.2 Early Childhood Education Policy
- 2.3 Educating Our Future
- 2.4 Free Basic Education Policy
- 2.5 HIV and AIDS Workplace Policy for the Education Sector for the Management and Mitigation of HIV and AIDS
- 2.6 In-Service Training Policy
- 2.7 National Child Policy
- 2.8 National Child Protection Policy for Schools
- 2.9 National Decentralisation Policy
- 2.10 National Education, Science and Vocational Training Policy
- 2.11 National Policy for Open and Distance Learning
- 2.12 National School Health and Nutrition Policy
- 2.13 No Child Left Behind Policy
- 2.14 Policy on Children's Rights
- 2.15 Policy on Student Loans, Bursaries and Scholarships
- 2.16 Public Service Training and Policy
- 2.17 Re-entry Policy
- 2.18 Technical Education, Vocational and Entrepreneurship Training Policy
- 2.19 Training Policy

3. Circulars, Frameworks, Guidelines, Handbooks/Manuals

- 3.1 Bursary Guidelines
- 3.2 Bursary Guidelines and Awards Scheme
- 3.3 Care and Support for Teaching and Learning: SADC Regional Programme – Regional Support Pack
- 3.4 Caregiver's Manual: Interactive Radio to Support Community-Based Early Childhood Development Programmes in Zambia
- 3.5 Child-Friendly Schools: Manual
- 3.6 Child-Friendly Schools: Supplementary Training Manual
- 3.7 Children's School Councils Operations Manual
- 3.8 Code of Ethics for the Public Service
- 3.9 Creating a Safe School Environment: A Multi-Stakeholder Response to Child Abuse Early Childhood Care, Development and Education Policy
- 3.10 Criteria for Assessing Health Promoting Schools

- 3.11 Early Learning and Development Standards
- 3.12 Education Board Guidelines
- 3.13 Education Sector Management and Coordination Guidelines
- 3.14 Education Sector Monitoring and Evaluation System
- 3.15 Education Sector National Implementation Framework
- 3.16 Financial Regulations
- 3.17 Governance in Education Boards: A Handbook for Planning and Decision Making
- 3.18 Guidance and Counselling Handbook
- 3.19 Guidance Teachers' Manual: Managing Learners' Behavioural and Emotional Problems
- 3.20 Guidelines for Child Participation in School Governance through Children's Councils
- 3.21 Guidelines for a Girl-friendly School
- 3.22 Guidelines for the Implementation of School Health and Nutrition Programme Activities
- 3.23 Guidelines for the Management and Administration of Examinations in Zambia
- 3.24 Guidelines for the Prevention and Management of Child Abuse in Zambian Schools
- 3.25 Guidelines for the Re-entry Policy
- 3.26 Handbook: A Resource for Turning your School into a Child-friendly Centre of Care and Support
- 3.27 Journey of Life
- 3.28 Localised Education Manual
- 3.29 Ministerial Circulars, various, e.g. on Corporal Punishment
- 3.30 Monitoring and Evaluation Guidelines
- 3.31 National Curriculum Framework
- 3.32 National Guidelines for the Multidisciplinary Management of Survivors of Gender-Based Violence in Zambia
- 3.33 Open Learning Guidelines
- 3.34 Operational Guidelines for Community Schools
- 3.35 Parent Teacher Association/Advisory Committee Guidelines
- 3.36 Parent Teacher Association Training Manual
- 3.37 Participatory School Governance Manual
- 3.38 Planning for School Excellence Manual Guidelines
- 3.39 Principles of Education Boards Governance and Management: Manual
- 3.40 Procurement Guidelines
- 3.41 Proposition for an Interim WASH in School Package in Zambia
- 3.42 School-Based Continuing Professional Development Through Lesson Study: Implementation Guidelines
- 3.43 Service Commission Guidelines
- 3.44 Service Commission Policies, and Procedures for Employment in the Public Service
- 3.45 Service Commission: Disciplinary Code and Procedures for Handling Offences in the Public Service
- 3.46 Service Commission Regulations
- 3.47 Standards and Evaluation Guidelines
- 3.48 Strategy for Including Persons with Disabilities in School Health and Nutrition
- 3.49 Teacher's Guide for School-Based Continuing Professional Development
- 3.50 Terms and Conditions of Service for Public Service Workers, and Disciplinary Code
- 3.51 Training Manual for Community School Teachers
- 3.52 Zambia Education Curriculum Framework, 2013



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