



AFRICAN FRAMEWORK OF
STANDARDS AND COMPETENCES
FOR THE TEACHING PROFESSION



The Knowledge, Skills and Conduct Expected of Teachers and School Leaders

2019



AFRICAN FRAMEWORK OF
STANDARDS AND COMPETENCES
FOR THE TEACHING PROFESSION

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ACRONYMS

AFSCTP – African Framework of Standards and Competences for the Teaching Profession

AFTRA – Africa Federation of Teaching Regulatory Authorities

AGTP – African Guidelines for the Teaching Profession

ATQF – African Teacher Qualification Framework

AU – African Union

AUC – African Union Commission

CESA – Continental Education Strategy for Africa 2016-2025

CONFEMEN – Conference of the Ministers of Education of French Speaking Countries

CPD -Continuous Professional Development

ECOWAS – Economic Community of West African States

EI – Education International

EU – European Union

GTC – General Teaching Council

IFTRA- International Forum of Teaching Regulatory Authorities

ILO – International Labour Organisation

ITT – International Task Force on Teachers for Education 2030

SADC – Southern African Development Community

SDG4 – Sustainable Development Goals 4-Education

TDC – Teacher Development Cluster

TEI – Teacher Education Institution

UIS – UNESCO Institute for Statistics

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNESCO-IICBA – UNESCO International Institute for Capacity Building in Africa

GLOSSARY

African Framework of Standards and Competences for the Teaching Profession: A description of the professional knowledge, skills, values, attitudes, conduct, career path and other critical professional benchmarks expected of teachers and school leaders in member States of the African Union.

African Guidelines for the Teaching Profession: An articulation of the baseline of professional tenets that shall apply to the teaching profession in the Member States of the African Union.

African Teacher Qualification Framework: The classification and benchmarks of initial teacher education, continuous professional development and professional requirements for the registration and licensing of teachers and school leaders in Member States of the African Union.

Career path: This refers to increasing levels of proficiency from the point a teacher or a school leader enters teaching or leadership till retirement. It is a set of benchmarks of the professional knowledge, skills and conduct at distinctive stages in the career of a teacher or school leader.

Competence: This is a complex set consisting of knowledge, practice, values and attitudes which demonstrates the capacity of a teacher or school leader to performance a task in a given context.

Continuous Professional Development: The lifelong exposure of a teacher to developments in the art and science of teaching, learning, professional conduct and specialist subject areas. For a school leader, this entails regular updating of best practices in management and leadership of professional knowledge, practice and values as well as the transformation of human and material resources of the school as an organization.

Credit: In line with the credit hour approach, credit is defined as the number of “contact hours” per week and per semester (African Union & European Commission, 2019). It refers to the number of hours that a lecturer spends with students for lecture (inclusive of tutorial and/or practical where applicable) per week, for 15 weeks of a semester. Thus, if a module has one contact hour per week, it is termed one-credit module; for two contact hours per week, it is termed two-credit module; for three contact hours per week, it is termed three-credit module; and so forth. This approach excludes the time spent by students for private study, conduct of research, take home assignments and examinations. As a general rule, it is expected that a Bachelor’s and Master’s degrees require a minimum of 120 and 60 credit hours, respectively. However, the **Credit Accumulation and Transfer System (CATS)** of the African Union Harmonization of African Higher Education Quality Assurance and Accreditation (HAQAA) Initiative (African Union & European Commission, 2019; HAQAA Initiative, 2019) shall provide the overall benchmarks for determination of the credits hours.

Domain: This refers to the major structure or division of the entire professional standards and competences. In some jurisdictions, it is referred to as the key principles, for instance the South

African Teaching Standards (South African Council for Educators, 2017) or core propositions as used in the Teaching Standards of the United States (National Board for Professional Teaching Standards, 2016). The sub-domains are the sub-themes that fall under the respective domains.

Endorsement, Continuous Professional Development: An approval granted a teacher continuous professional development provider by a teaching regulatory authority of a country for a satisfactory demonstration of the capacity to impart the competences stated for any of the career stages.

Initial Teacher Education: The academic and professional preparation given to an individual in approved educational institution as a foundation for entry into the teaching profession.

Module: This is a course of study with specific credit unit.

Profession: A profession is a vocation with exclusive area of practice founded upon a long period of preparation in theory and practice at approved institution, and embodies its code of ethics and standards protected through the admission of only certified individuals onto the job and regulated to earn public trust and recognition.

Professional Knowledge and Understanding: These explain the intellectual capacity required of teachers to grasp the relevant academic, logical and conceptual issues involved in teaching and learning.

Professional Leadership: This refers to the capacity of teachers to nurture and sustain positive interpersonal influence that can enhance the organization and management of teams and groups at all levels of the school as an organization and beyond.

Professional Partnerships: These refer to the ability expected of teachers to network successfully with all stakeholders in the immediate teaching-learning environment with (learners, colleagues, school leadership and wider audience such as the community, government, international relations and the society in general.

Professional Skills and Practices: These establish the capacity expected of teachers to practically plan and implement learning programmes, evaluate performance, provide feedback, work on the outcome of evaluation and guarantee a friendly and safe school environment, among other needs.

Professional Values/Attributes/Commitment: These elaborate the acceptable conduct and philosophies and principles of life that should underlie them as teachers discharge their professional duties in all ramifications.

School leader: An individual responsible for the academic and administrative management and leadership of a primary school, lower or upper secondary education institution.

Standard: This is the norm or typical level of performance expected of a teacher or school leader.

Teacher, certified: An individual who has successfully undergone preparation at a required level in an approved teacher education institution and fulfilled other relevant professional requirements on the bases of which an authorization to teach has been issued by a teaching regulatory authority.

Teacher education: All educational programmes and processes involved in the preparation of an individual for a career as a teacher and/or school leader, which encompasses initial and continuous professional development.

Teacher licensing: An approval by a teaching regulatory authority attesting that an individual has attained the preparation and other professional conditions required to teach or serve as a school leader in a country or part thereof, and this is evidenced by a permit issued to the individual with validity for a specified period of time.

Teacher registration: The listing of the name of an individual by a Teaching Regulatory Authority in the official register of persons who have fulfilled the requirements to teach in the country or part thereof.

Teaching Regulatory Authority: An organisation statutorily established in a country to regulate and control teaching as a profession. There are varieties of this which include the Teaching Councils, Teachers Registration Councils or Boards, Councils for Educators, Teaching Service Commissions or College of Teachers.

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I. INTRODUCTION

1.1 Context of the Framework

Education is a fundamental human right and the foundation for peace and sustainable development (UNESCO IICBA, 2017). It is a public good that provides all segments of the population with opportunity to engage actively in civic life make informed choices and acquire knowledge and skills that can enable them to live fulfilled lives. Also, “qualified, motivated and empowered teachers play a central role in education delivery” (International Task Force on Teachers for Education 2030, 2018). Thus, “quality education is predicated on high quality teaching, for all students, in all circumstances” (Looney, 2019:7). Therefore, the need for qualified teachers who attain the right standards and competences cannot be over-emphasized. This is more so in the realization that there is serious teacher gap and learning outcomes in schools that have met the international expectations. Thus, there is globally much talk about the existence of a “teacher gap” which implies a shortfall in teacher quantity and quality, and consequently crises in teaching and learning (African Union, 2017a; International Labour Organisation, 2016; UNESOCO, 2015a, 2015b; UNESCO Institute for Statistics, 2017, 2018a, 2018b)

Against this backdrop, it was only necessary that Africa takes a proactive measure to guarantee not only adequate number but also competent teachers required to create the excellent schools fit for the twenty first century. The introduction of the **African Framework of Standards and Competences for the Teaching Profession (AFSCTP)** is one of such measures. It addresses the Strategic Objective 1 of the Continental Education Strategy for Africa (CESA 16-25), which is to “**Revitalize the teaching profession to ensure quality and relevance at all levels of education**” (African Union, 2016b). The CESA, in turn, is a direct response to the demands of various documents at the continental and international levels, particularly the Sustainable Development Goal (SDG) 4c target which is, “**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**”. Importantly also, the AFSCTP takes cognizance of the African Union “**Agenda 2063: The Africa We Want**” which has lofty aspirations such as “a prosperous Africa based on inclusive growth and sustainable development...” among others (African Union, 2016a).

Furthermore, CESA 16-25 gave rise to the *Recommendations* of the African Union (2017a) “*Study on teacher training, working, and living conditions in Member States*”, the Nairobi Declaration by high-level education authorities in Africa which renewed the commitment to CESA 16-25 (African Union 2018), and the Continental Teacher Mobility Protocol (African Union, 2019a). The Frameworks and Guidelines are anchored on the demands and mandates of these continental documents. They all envisage enhanced quantity and quality of teachers and teaching in Africa as critical components of the efforts to improve the education system in the continent.

For instance, the “*Nairobi Declaration and Call for Action on Education: Bridging continental and global education frameworks for the Africa We Want*” committed to:

*Ensuring adequate recruitment and deployment, motivation and professional support of teachers, and to strengthening teacher training and professional development programmes at all levels including early childhood education, non-formal education; and recognizing teachers as full-fledged professionals and agree on **common qualification frameworks**.* (African Union, 2018:2)

Photo 1.1: Agenda 2063: The Africa We Want



Source: AU (2016a).

The above international documents, together with the ILO/UNESCO (1966) “*Recommendations on the concerning the status of teachers*”, current efforts of the International Task Force on Teacher for Education 2030 (2019) to develop an “*international guidance framework for professional teaching*”, and host of other developments necessitated the introduction of the CFSCTP. Boxes 1.1 and 1.2 gives further details on the African Union (2017a) and ILO/UNESCO (1966) Recommendations concerning teaching and teachers, respectively, while figure 1.1 illustrates a lot more of the international instruments that constitute the context of the CFSCTP.

Box 1.1: Recommendations for teacher training

- i. Establish continental professional standards for teachers which can be adapted by countries as guiding principles for teacher management to foster teacher motivation and professionalism.
- ii. Enforce a basic academic degree/diploma as the minimum entry requirement into the teaching profession at the country level.
- iii. Redesign the training of teachers to include induction and mentoring during the pre-service and in-service period at the country level.
- iv. Systematically review (5year period) teacher training curricula based on Monitoring and Evaluation returns at the country level.
- v. Harmonize initial preparation courses for ALL teachers prior to specialization (a common foundation course for all learning levels) at the country, regional, and continental level.
- vi. Establish Schools of Education for continuous professional development (as a matter of policy) for teachers, in all Member States.
- vii. Introduce administrative academic qualifications for teachers who will take up school leadership and management duties at the country level.
- viii. Develop country specific roadmaps towards the professionalization of the teaching force.
- ix. Develop a systematic program to upgrade and phase out primary teacher certificate awards in favour of post graduate diploma and graduate certificates at the country level.

Source: AU (2017a) Study on teacher training, working and living conditions in Member States, p. 82.

Box 1.2: ILO/UNESCO (1966) The recommendation concerning the status of teachers

Professionalism:

“Teaching should be regarded as a profession: it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study; it also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.” (III.6)

Teacher-training

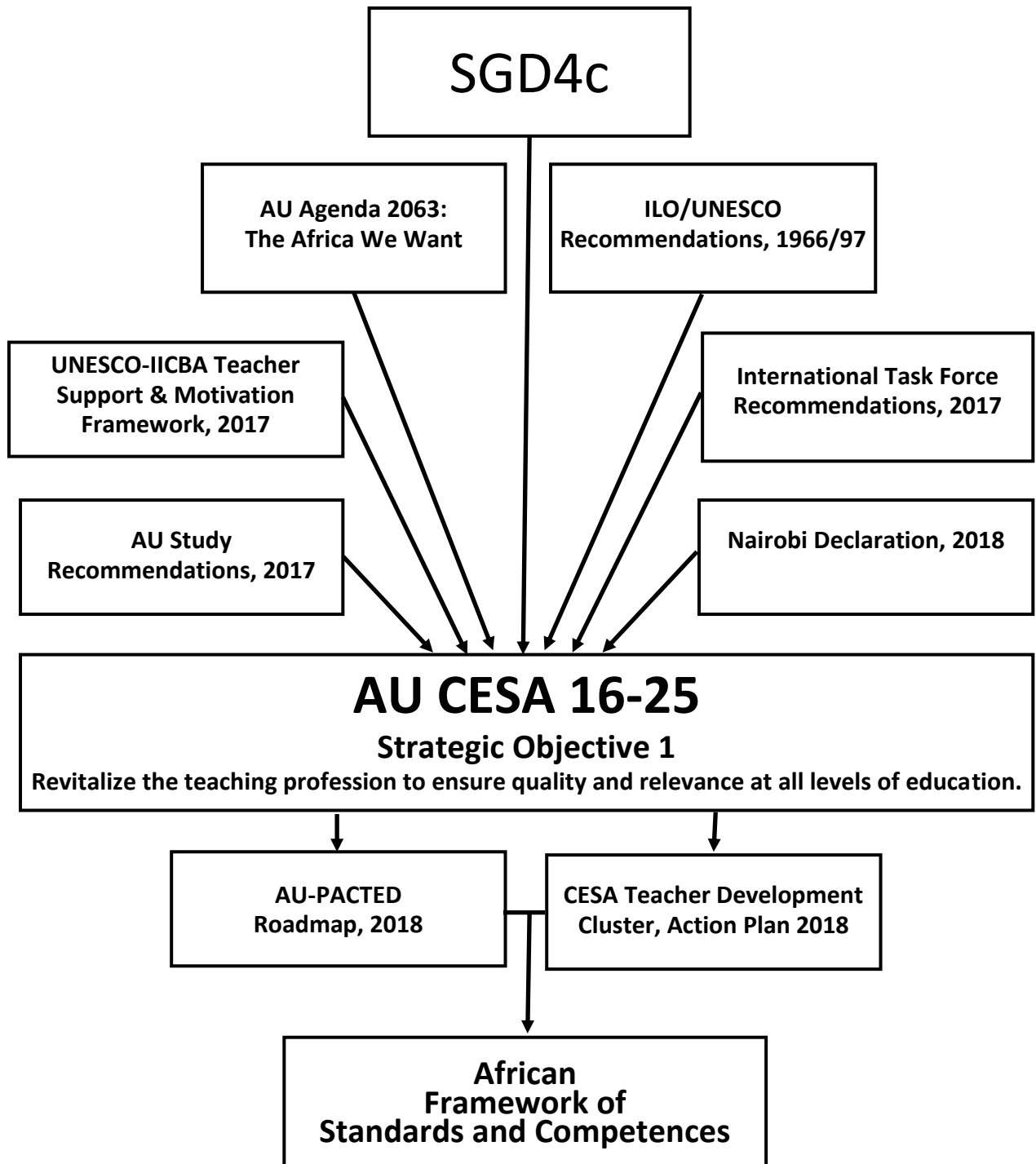
“The staff of teacher-preparation institutions should be qualified to teach in their own discipline at a level equivalent to that of higher education. The staff teaching pedagogical subjects should have had experience of teaching in schools and wherever possible should have this experience periodically refreshed by secondment to teaching duties in schools.” (V.25)

Responsibilities:

“Professional standards relating to the teacher performance should be defined and maintained with the participation of teachers’ organizations[...] Codes of ethics should be established by teachers’ organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.” (VIII.71 & 73)

Source: ILO/UNESCO (1966:9)

Figure 1.1: The context of the African Framework of Standards and Competences



1.2 Nature of the Framework

1.2.1 The overarching aim of the framework

The overarching aim of the Framework is CESA 16-25 **Strategic Objective 1** which is to:

**“Revitalize the teaching profession to ensure quality
and relevance at all levels of education”**

(African Union, 2016b)

1.2.2 Baseline of common reference

The framework serves as a **baseline of common reference** among Member States of the African Union with regards to standards and competences in the teaching profession. **It does seek to impose standards and competences on Member States but to guide, motivate and inspire the various jurisdictions to adopt international best practices which can enhance inter-operability and mutual cooperation for the benefit of Member States.** These are an integral part of the Vision and Mission of the African Union.

1.2.3 An aspirational blueprint

The framework is basically **aspirational** in nature. It serves to inspire the Member States to “face forward” to the big visions and dreams of the continent. It is purely an attempt to put into practice the vision, mission, strategic objectives, targets and recommendations of the SDG4c, AU Agenda 2063, CESA 16-25 and AU (2017) study, as the case may be. It envisions Africa of 2025, 2030 and 2063 and thus proposes the best principles and practices that can usher in the right teaching force for those years.

1.2.4 Inter-connection of the framework of standards and competences with other continental frameworks and guidelines

The African Frameworks and Guidelines of the Teaching Profession are cross-cutting. Basically, they are *the African Framework of Standards and Competences, African Teacher Qualification Framework, Teacher Mobility Protocol, and African Guidelines for the Teaching Profession*. These policies have a complex relationship best explained by the systems theory, which postulates that for an entity made of interrelated and interdependent parts, the overall well-being of the entity depends on the effective functioning of all the composite parts. In this sense, it is difficult to talk of one of the frameworks without the other because they depend on one another to function effectively. For instance, the African Teacher Qualification Framework is founded upon the African Framework of Standards and Competences. Similarly, the African Teacher Qualification Framework and African Framework of Standards and Competences cannot function in a vacuum, without appropriate legal and governance environment, which the African Guidelines for the Teaching Profession seek to establish. The Southern African Development Community (SADC, 2018) recognized these interconnections; thus, in developing its *Regional Framework for Teacher Professional Standards and Competences*, it made references to its 1997 SADC Protocol on Education and Training (Box 1:3).

Box 1.3: Background to Regional Framework for Teacher Professional Standards and Competences

The SADC Protocol on Education and Training (1997) acknowledges that whilst each Member State has its own policies for education and training, cooperation and mutual assistance in education is desirable. This can be facilitated more effectively through the development of harmonized and eventually standardized policies and frameworks regarding education and training.

Southern African Development Community (2018:3)

Furthermore, the Continental Teacher Mobility Protocol and Continental Teacher Prize, which are noble and transformational initiatives of the African Union, are also intricately linked with the earlier mentioned Frameworks and Guidelines. They will provide the standards, criteria and right environment for teacher mobility to take place across national boundaries, and for the “Best Teachers” in the continent to be determined. The African Teacher Qualification Framework will inspire the adoption of common best practices and reduce the current serious differences in teacher education and professional qualification policies and practices. This will then make the teaching qualifications more transferable across the national boundaries and therefore promote the Teacher Mobility Protocol. Also, the African Framework of Standards and Competences for the Teaching Profession will provide a common baseline for determining the Best Teacher for the Continental Teacher Prize each year.

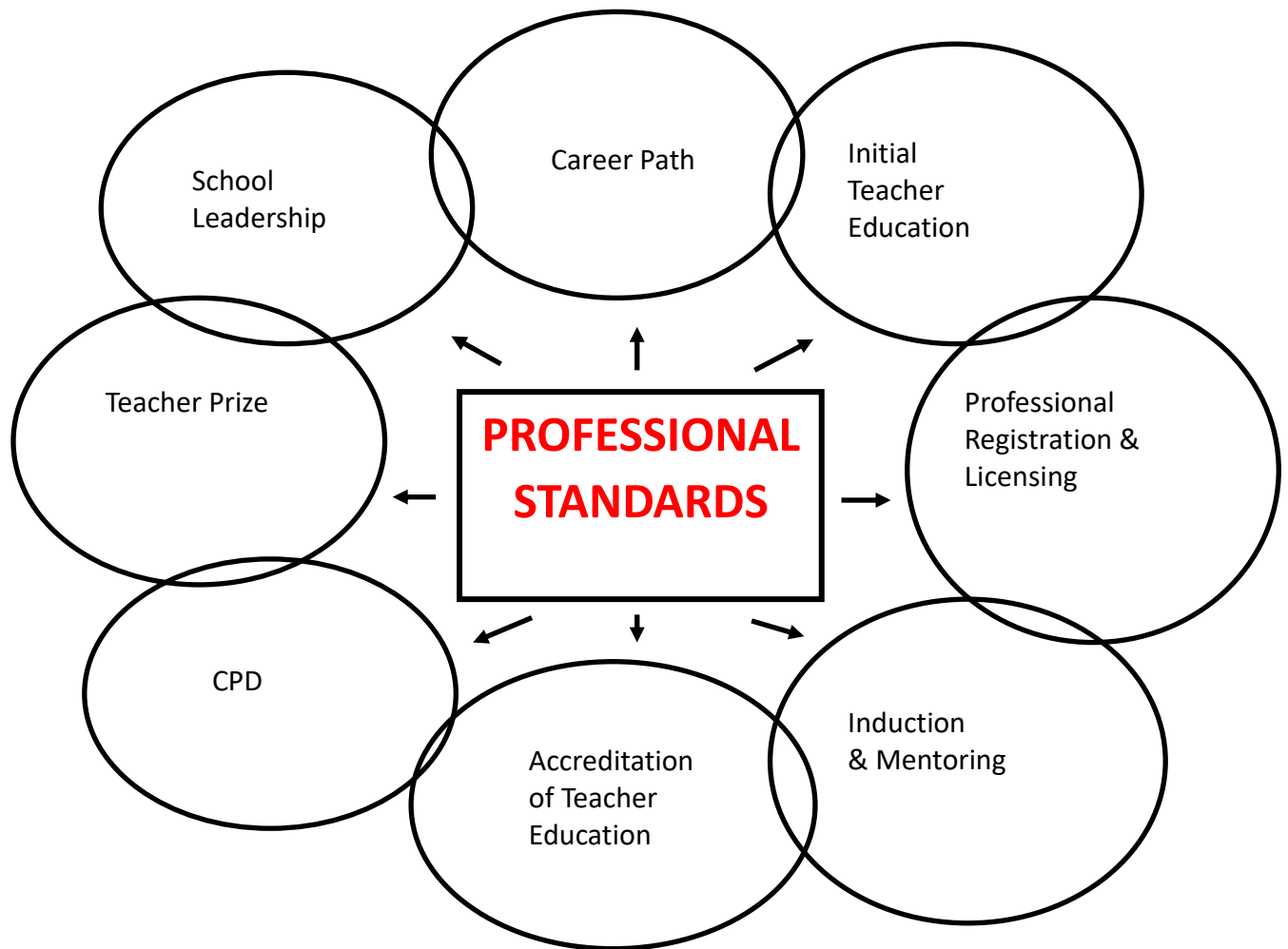
1.2.5 Implications of the framework for reform

The African Framework of Standards and Competences for the Teaching Profession will warrant fundamental reforms in teacher education and creation of minimum standards for the professionalization of teaching in Africa. In specific terms, therefore, the following are some of the significant changes that may be anticipated in the era of the professional standards and competences:

- i. Legalization of the teaching profession through the enactment of the relevant laws and establishment of professional regulatory agency at the country level.
- ii. Creation of a career path that allows the lateral and vertical advancement of teachers and school leaders.
- iii. Advancement through the career path to be earned through credits in continuous professional development, competency tests and other professional criteria rather than through years of service alone.
- iv. Reconceptualization of teacher education curricular framework to have the Framework of Standards and Competences as foundation.
- v. Redesigning the *quality indicators* for accreditation of initial teacher education to meet the African Framework of Standards and Competences.
- vi. Reinventing the teaching practice models to be more result-oriented and competency-based.
- vii. Creating and implementing quality indicators for the **endorsement** of Continuous Professional Development (CPD) programmes by the professional regulatory agencies to meet the needs of the “*Beginner*”, “*Proficient*”, “*Expert*” and “*Distinguished*” teachers as contained in the African Framework of Standards and Competences.
- viii. Streamlining of the number of teacher education programmes and teacher qualification pathways in line with the African Teacher Qualification Framework.
- ix. Assessment of teachers and school leaders to be based on the African Framework of Standards and Competences.
- x. Improved teacher motivation in material and non-material terms linked with the career path.
- xi. School leadership to become standards-based with career path.
- xii. Introduction of the Diploma in School Leadership and Management mandatory for school leaders.
- xiii. Enhanced mobility of teachers across national boundaries which will facilitate the creation of a core of “Teachers without Borders”.
- xiv. The creation of a *Continental Teacher Registration Board* and a *Pan African Teachers Corps* as urged by the African Union 2nd Specialised Technical Committee on Education, Science and Technology and endorsed by the Ministers of Education (African Union, 2017b).

Overall, the centrality of professional standards and competences is also illustrated in figure 1.3, showing that issues such as career path, initial teacher education, accreditation of teacher education, professional registration and licensing, induction and mentoring, continuous professional development, school leadership and teacher prize are anchored on the professional standards and competences. The reforms will be driven primarily by a legally established professional regulatory agency (teaching councils) that will work in concert with all the stakeholders in the teaching profession – the teacher education institutions, ministries of education, curriculum development agencies, teachers unions, employers of teachers in public and private sectors, learners, parents, care givers and a broad-spectrum of other stakeholders.

Figure 1.2: The professional standards as the pivot of teacher professionalism



1.2.6 Scope of the framework

The framework pertains specifically to teachers and school leaders (head teachers and principals) at the pre-primary, primary, junior and senior secondary education levels. It also covers teachers in the technical and vocational colleges, inspectors of schools and teacher educators. The framework provides the professional standards and competences that the teachers and school leaders must demonstrate on the job. The international guidance framework for professional standards defined teachers “as individuals holding formally recognized teaching qualifications and who meet standards of practice that are defined, judged and recognized through the teaching profession” (Looney, 2019:7). Also, the scope of this framework is in tandem with the ILO/UNESCO Recommendation concerning the Status of Teachers adopted in 1966 and which was also used by UNESCO (2015a) in its *Teacher Policy Development Guide*. According to the ILO/UNESCO (1966), teacher refers to:

all those persons in schools or other learning sites who are responsible for the education of children or young people in pre-primary, primary, lower secondary and upper secondary education. These include teachers or educators in early childhood education (ECE) and teachers in lower or upper secondary vocational education, where either is provided in a formal school setting. The Guide equally covers teachers in both public and private institutions (including non-governmental organizations) and school heads, directors or principals and deputies as part of school leadership and governance. (ILO/UNESCO, 1966; UNESCO, 2015a:14)

II. THE CAREER PATH

2.1 Meaning and Implications of the Career Path

The career path is defined as the **stages of proficiency**: An increasing level of competences expected of a professional as he or she moves from the point of entry to retirement. It can also be defined as the “benchmarks which recognize the professional growth of teachers throughout their careers, represented by increasing levels of knowledge, practice and professional engagement” (Australian Institute for Teaching and School Leadership, 2011:20). Thus, the career path implies that the scope, complexity, depth and breadth of knowledge, skills and engagements of a professional ought to increase over time. Progress will be the hallmark of such a system where the capacities of professionals are continually on the increase and the capacities are monitored, evaluated, recognized, and rewarded.

Around the world, the concept of career path has become popular and recognized as one of the pillars of the twenty-first century teacher professionalism. For this reason, this continental framework has integrated the concept of the career path in the professional standards. The International Task Force on Teachers for Education 2030 illustrated the power of the professional standards and the career path:

At its core, teaching standards should define the knowledge, skills, and competences required for effective teaching. A framework for the development of national teaching standards should include links to initial teacher education curricula to ensure that student teachers learn about the foundations of the profession, but also new pedagogical innovations on effective teaching and learning. A framework should make clear how teaching standards are linked to formal qualifications, but also to continued professional development so that practicing teachers can maintain currency and stay abreast of best practice. Teaching standards should define how ongoing professional learning can be linked to career progression...Professional teaching standards should be linked to career development pathways in order to motivate teachers for continuous improvement, including pathways to school leadership. (International Task Force on Teachers, 2017:2)

Essentially, the advocacy of the International Task Force includes the development of the career path for both the teachers and school leaders. This is why it is important to also develop the professional standards for school leadership. Furthermore, Box 2.1 shows the strong recommendation of the African Union (2017a) study towards the establishment of the career path.

**Box 2.1: Recommendations of the African Union (2017) Study
on Teachers' Living and Working Conditions**

- 1) Enhance the teacher specific observatory responsibilities at the regional and continental level.
- 2) Develop teacher regulatory bodies to oversee and manage teacher affairs at the country level.
- 3) Explicitly display pathways for teachers' growth within the profession and clearly articulate the pathways based on professional standards at the country, regional, and continental level.**
- 4) Develop clear modalities to recognize and reward Teachers according to their workloads at the country level.
- 5) Provide both monetary and non-monetary benefits for hard to staff areas and subjects at the country level.
- 6) Develop teacher housing strategies that support ownership of houses and allowances at the country level.
- 7) Develop policies and mechanisms for teachers to access credit facilities at the country level.
- 8) Upgrade the current medical allowance provided to teachers for medical insurance scheme cover at the country level.

Source: African Union (2017a:83)

2.2 Stages and Terminologies of the Career Path

While the number of stages of the career path and their terminologies are matters of choice, the fundamental principle remains the same all over the world, which is to create stages of proficiency and link them to initial teacher education, continuous professional development, rewards and innovation in the teaching profession. Thus, table 2.1 displays the number of stages and their terminologies across the jurisdictions. Given that this framework is aligned to the international guidance framework on standards and competences developed by the International Task Force on Teachers for Education 2030, the stages and terminologies are adapted therefrom: The stages in the international guidance framework are three, namely, *Novice, Proficient and Expert*. However, the African Continental Framework of Standards and Competences added one more stage, the "*Distinguished*". Also, the term "Novice" in the international guidance framework was changed to "*Beginner*" in the African Framework.

Table 2.1: Samples of the career stages and their terminologies across the world

Jurisdiction	Career stages			
	1	2	3	4
Nigeria (former)	Certificate	Bachelors	Masters	Doctoral
Nigeria (current)	Beginner	Proficient	Mentor	Distinguished
Sierra Leone	New Teacher	Proficient	Highly Accomplished	Distinguished
Ethiopia	Beginner	Proficient 1	Proficient 2	Lead
Commonwealth	Initial	Proficient	Distinguished	
Caribbean Community (CARICOM)	Novice*	Proficient	Accomplished	Lead
Australia	Graduate	Proficient	Highly Accomplished	Lead
Missouri (USA)	Emerging	Developing	Proficient	Distinguished
NBPTS National Board for Professional Teaching Standards, USA	Novice	Professional	Board Certified	Lead
International Task Force (Global)	Novice	Proficient	Expert	
African Continental Framework	Beginner	Proficient	Expert	Distinguished

Sources:

- Australian Institute for Teaching and School Leadership, AITSL (2011).
- Caribbean Community Secretariat (2019)
- Commonwealth Secretariat (2014)
- International Task on Teachers for Education 2030 (2019)
- Ministry of Education, Republic of Ethiopia (2013).
- Missouri Department of Elementary and Secondary Education (2013).
- National Board for Professional Teaching Standards (2016).
- Sierra Leone Teaching Service Commission (2017)
- Teachers Registration Council of Nigeria (2019).

2.3 Operationalization of the Career Stages

The career path is applicable to teachers as well as school leaders. In practice, the career stage requires a teacher and school leader to spend a minimum number of years in order to accumulate continuous professional development (CPD) credits before being assessed for movement to the next stage. **For a beginner-teacher in particular, the first two years shall serve for induction and mentoring.** For all the career stages, the movement to the next stage depends on the outcome of an assessment by a professional regulatory agency (also called teaching regulatory authority). It is the statutory duty of the professional regulatory agency to assess the professional competency of teachers and school leaders and issue them with

practicing licenses depicting their respective stages. Teachers and school leaders who fail the assessment by the professional regulatory agency shall be re-assessed after a minimum of one year. A teacher or school leader who fails the professional assessment consecutively over the years will require a redetermination of his or her membership of the profession.

Important Points:

- (1) Minimum entry qualification into the teaching profession is Bachelor of Education or Bachelor's degree with Post Graduate Diploma in Education.
- (2) Newly employed teachers will undergo mandatory induction.
- (3) The first two years of the Beginning teacher will serve for induction and mentoring.
- (4) Holders of Bachelor of Education, Post Graduate Diploma in Education, Masters and Doctorate degrees who are entering teaching for the first time will all start from the Beginner stage. Consequently, they will have the same professional qualifying competency tests as Beginners.
- (5) For the teacher career path, productive teachers can progress to the next career stage after spending a minimum of three years, if they meet the CPD and other requirements for the next career stage.

The career stages and their requirements are illustrated in figures 2.1 for the teachers and 2.2 for the school leaders.

Figure 2.1: Illustration of the teachers' movement along the career stages

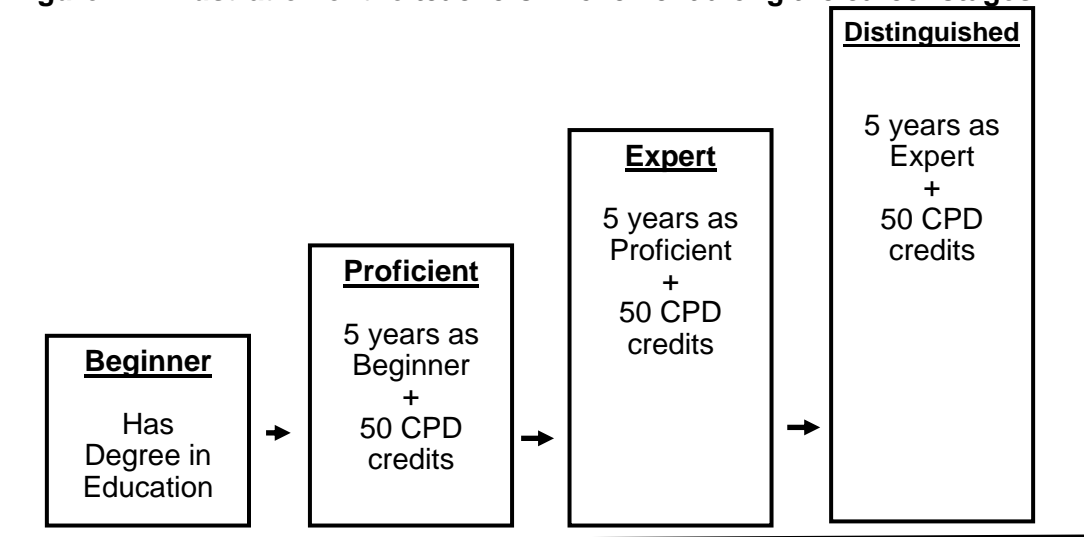
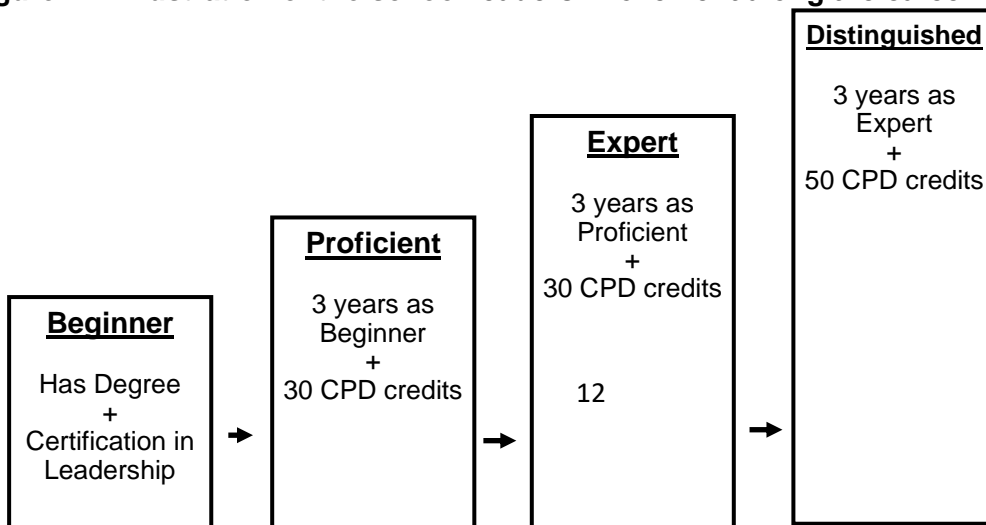
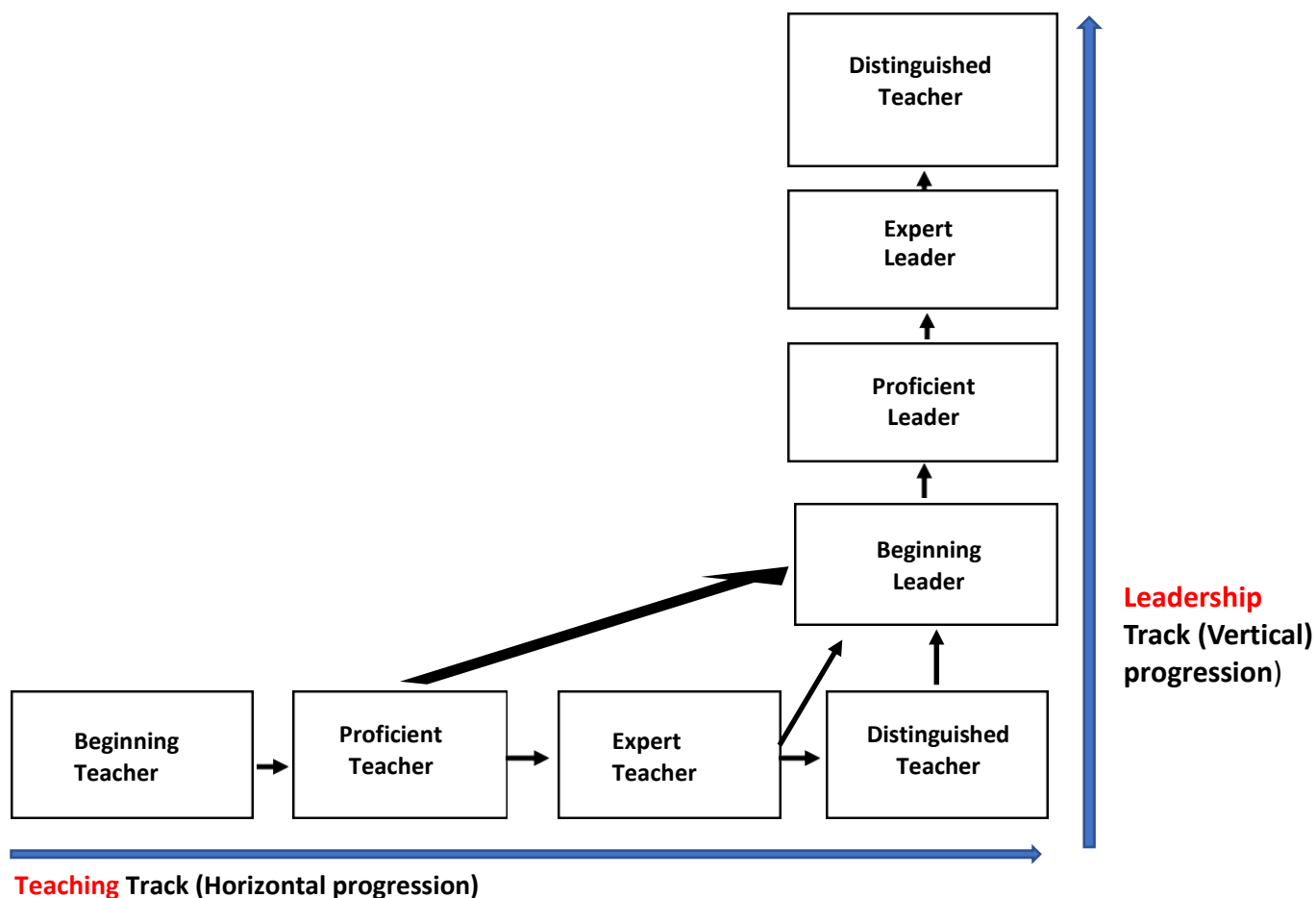


Figure 2.2: Illustration of the school leaders' movement along the career stages



It will take nine years minimum for a productive Beginner-Teacher to attain the status of a Distinguished teacher and nine years for a Beginner on the leadership track to attain the status of a Distinguished Leader. However, a teacher is qualified to enter the Leadership Track from the Proficient stage, provided he or she meets other requirements for school leadership as stipulated in the African Teacher Qualification Framework such as possession of a Diploma in School Leadership and Management, among others. When a leader attains the Distinguished status, rest of the career will be dedicated to building teams and organisations, innovating, inspiring and taking part in determining the global direction of the teaching profession. Figure 2.3 demonstrates the movement through the teaching to the leadership tracks.

Figure 2.3: Movement through the teaching and leadership tracks illustrated



III. THE STANDARDS AND COMPETENCES FOR TEACHERS

3.1 The Concept of Professional Standards

The South African Council for Educators (2017) describes teaching this way:

Teaching is complex work in which teachers create knowledge-rich learning opportunities for the learners in their classes. As professionals, teachers draw on different kinds of knowledge, namely subject, professional and contextual, to make suitable choices for their classroom activities. They need to consider the knowledge of the subjects they teach, and the learners with which they work, to decide how best to enable learning within the context in which they work. Teachers are expected to make wise decisions in situations that are often complex and unpredictable. Their teaching choices and classroom actions must therefore be guided by a moral obligation to act in the best educational interests of the learners they teach. For this reason, committed, knowledgeable and skillful teachers are among the country's greatest assets. (South African Council for Educators, 2017:1)

The concept of professional standards emerged steadily over the years to become the cornerstone of the discussion about the professionalization of teaching. It is currently at the front burner at the national, regional, continental and global efforts to raise the quality, performance, relevance and social recognition of teachers. The International Task Force on teachers at its 10th Policy Dialogue Forum in Lome, Togo, 2017 expressed the desire that teaching should become a 'clinical' profession which has the learner at the centre of every consideration and that the institutionalization of the professional standards is a principal way of doing this. The term 'clinical' in this sense implied a competences-driven, learner-centred profession that is founded on evidence-based knowledge, skills, values and orientation. In essence, professional standards have become popularly known as the knowledge, skill and values expected of a qualified teacher (Longworth Consulting, 2016; Ontario College of Teachers, 2016; Teachers Registration Council of Nigeria, 2010).

The Southern African Development Community (SADC) therefore defines the professional standards as "statements that promote professional teaching by describing the professional knowledge, competences, classroom skills and ethics that teachers need to know and should be able to do during their professional career to provide learners with knowledge-rich learning opportunities" (Southern African Development Community, 2018:2). It further adopted Deakin's (2008) definition of competence as "a complex combination of knowledge, skills, understanding, values, attitude and desires which leads to effective, embodied human action in the world, in a particular domain" (Southern African Development Community, 2018:2). ILO/UNESCO (1966) also stated that teachers must have "expert knowledge and specialized skills" and a "sense of personal and corporate responsibility for the education and welfare of the pupils in their charge". More of the ILO/UNESCO Recommendations on this are on Box 3.1.

Box 3.1: Responsibilities of teachers

- i. Recognizing that the status of their profession depends to a considerable extent upon teachers themselves, all teachers should seek to achieve the highest possible standards in all their professional work.
- ii. Professional standards relating to teacher performance should be defined and maintained with the participation of the teachers' organizations.
- iii. Teachers and teachers' organizations should seek to co-operate fully with authorities in the interests of the pupils, of the education service and of society generally.
- iv. Codes of ethics or of conduct should be established by the teachers' organizations, since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.
- v. Teachers should be prepared to take their part in extra-curricular activities for the benefit of pupils and adults.

ILO/UNESCO (1966:33)

For Ingvarson (2002), standards are:

Statements about what is valued. As measures, standards will not only describe what teachers need to know and be able to do to but to put these values into practice; they will describe how attainment of that knowledge will be assessed, and what counts as meeting the standard. A standard, in the latter sense, is the level of performance on the criterion being assessed that is considered satisfactory in terms of the purpose of the evaluation. Teaching standards must identify the central tasks of teaching, and adapt to changing public expectations of schools. (Ingvarson, 2002:3)

Highlighting the importance of professional standards, Gallie and Keevy (2014) stated:

Obviously, professional standards provide a framework that teachers can use as a measure of their accomplishments and a way of providing evidence to stakeholders of their achievements and accreditation (Sachs 2003). There have been numerous terms applied to the teacher evaluation process, such as supervision, annual performance review, assessment, appraisal, inspection, etc. (Collinson et al. 2009). What professional standards attempt to achieve is an accountability that is powerful, meaning that teachers 'get on with it', 'find solutions', 'own it' and 'acknowledge reality', rather than a powerless accountability that is based on 'being unaware', 'blaming others', 'finding excuses', and 'waiting and hoping' that someone will solve some of the problems. (Gallie & Keevy, 2014:5)

Thus, South Africa describes teaching as “a noble profession that requires passion, commitment, tolerance, perseverance, character and the dedication to make a difference in the lives of a diverse group of young and older children, depending on your choice of phase specialization” (Department of Basic Education, South Africa, 2016:1).

Overall, two important terms from these discourses are **competences** and **standards**. In the context of the teaching profession, the former refers to the universe or totality of the intellectual, behavioural and normative attributes and roles that are *possible* in a variety of situations. The latter is a specification of the competences required for particular situations. In other words, professional standards depict measurable and context-specific competences which serve as a benchmark for acceptable performance in any given professional case. Both terms simply refer to the knowledge, skills, values, conduct expected of teachers and school leaders as professionals.

3.2 Purpose and Uses of the Framework

The primary purpose of the framework is to define the level of knowledge, practice, values, ethics and conduct expected of teachers and school leaders in the dispensation of their professional tasks. However, the framework can serve a variety of purposes and uses in diverse contexts. In agreement with the views of Nwokeocha (2017), SADC (2018), UNESCO (2015), and other sources, the framework has purposes and uses that include the following:

- Helps to develop a shared understanding, common goals and language regarding quality teaching among teachers, other education professionals and the public;
- Provides a framework to guide teachers' professional learning and development;
- Provides a clear and fair framework for professional accountability;
- To provide a point of reference for quality education among Member States of the African Union and a sense of identity;
- Provides a framework to improve consistency and coherence of teacher policies;
- Contributes to professionalization and raising teaching professional status;
- Models examples representing ideals of professional quality and practice for teachers, along different career stages;
- Provides uniform measures for the management of relationships and transactions in teaching, teacher education and professional development;
- Facilitates monitoring as rules to be checked for compliance, by institutional and professional bodies;
- Gives effect to the policies of the African Union regarding professionalization of teaching especially the harmonization of the professional standards and competences of Member States in particular and CESA 16-25 in general.
- Serves as a continentally accepted and contextualized standard of teaching that facilitates learner and teacher mobility, and allows comparability between Member States and with other regions;
- Helps to improve the quality of teaching/teachers through teacher professionalization and regulation of the profession through licensing and accreditation;
- Provides a platform for sharing best practices;
- Helps to standardize the teaching profession;
- Classifies teachers and school leaders according to their skill level;
- Identifies the standards and skills required for each stage of the career path;
- Translates the requirements into standards and skills in training plan necessary to evolve one's career. It therefore promotes career development;
- The skills provides a global vision of training in a trade and standards are used to ensure the quality of services in a trade;
- Standards are important for training, licensing and for promoting teachers and school;
- It is important for research and comparative analysis;
- Performance management;

- Serves to identify the strengths and challenges in teaching professionals;
- Identifies among the teaching professionals those areas where excellence needs to be maintained or improvement is desirable;
- Provides remedies for performance that fails to contribute to productive professional and educational environment;
- Encourage continuous professional growth and training;
- Facilitates the recruitment of the right quality of educators;
- Provides bases for the compensation, supervision, recruitment and promotion; and
- Standards must be at the base of everything. They give more precision to the teaching profession: they define the field of action of the teachers.

The International Task Force on Teachers for Education 2030 (in Box 3.2) also described the purposes of the professional standards and competencies which are useful in the context of this framework.

Box 3.2 Purpose of the Professional Teaching Standards

Professional teaching standards describes what teachers should know and be able to do, and describe desirable levels of performance at different stages of a teacher's career from novice to more experienced. Teaching standards can be used for teachers' performance appraisal and identification of professional development needs, and provide a framework for supporting teachers' continued professional growth and career progression. Teaching standards can also be used for harmonizing between pre-service teacher training and the official curriculum. Importantly, teaching standards contribute to the professionalization of teaching and enhancement of the public perception of the status of the teaching profession because they provide a common language for educators to communicate what is valued in the profession. Teaching standards can also provide a framework for licensing and registration and serve as a mechanism for governance of the profession. Teaching standards can be designed, monitored, and governed by professional teaching councils, where teachers must register in order to obtain a license to practice. Standards for professional practice are a policy mechanism that governments and teacher organisations can use to assure the public of a well-trained and professionally-qualified teaching workforce.

A guidance framework for professional teaching standards is meant to be aspirational in nature and not prescriptive. The purpose of an international framework will be to support governments and teacher organisations to: (1) agree on and implement a common understanding of teaching and teacher quality, (2) assure the quality of teacher education curricula and qualifications through standards that describe competency profiles at different stages of a teacher's career, and (3) safeguard joint regulation of the profession by spelling out the governance and accountability mechanisms for assuring the provision of quality teacher education and quality teaching. An international framework that is aspirational is meant to support the development of new frameworks, as well as align with existing frameworks and support their further development.

Source: International Task Force on Teachers for Education 2030 (2019:1)

Table 3.1. Shows a more extensive understanding and checklist of the purposes and uses of the framework for different stakeholders

Table 3.1: Stakeholders and uses of the professional standards

Stakeholders and uses of the professional standards and competences
Professional Regulatory Agencies
<ul style="list-style-type: none"> • Accreditation and monitoring of teacher education • Professional qualifying examinations • Registration of teachers • Licensing of teachers • On-going teacher competency tests • Provision of continuous professional development • Adjudication in teacher disciplinary matters and professional conduct
Teachers
<ul style="list-style-type: none"> • Serves as part of the identity of the teacher as a professional • Promotes professionalism through clarity about competences • Self-evaluation and life-long professional learning • Inspires self-confidence • Promotes professional autonomy • Justifies and enhances teacher status, rewards, power and prestige • Enhances teacher mobility and better treatment of teachers across local, state, national and international boundaries.
Employers
<ul style="list-style-type: none"> • Periodic and annual performance evaluation of teachers and school leaders • Strategies for teacher motivation • Appraisal and development of working conditions
School Administrators
<ul style="list-style-type: none"> • Improves administrative precision • Periodic and annual performance evaluation • Enhances objectivity in teacher performance assessment • Fosters administration's ability to understand and meet individual needs of teachers of various subjects and teachers at different levels of their professional career, and school leaders • Appointment, deployment and reward of teachers and school leaders
Ministries of Education
<ul style="list-style-type: none"> • Basis for appointment of school leaders • Budgeting for education particularly the teaching professionals • Provision of infrastructure and facilities • Monitoring and evaluation of educational outcomes
Government
<ul style="list-style-type: none"> • Attracts political will and support to the teaching profession • Factored in while making political decisions affecting teachers • Appreciate teachers' professional standing • Helping to improve overall governance of education
Teacher Education Institutions
<ul style="list-style-type: none"> • Fashioning teacher education curricula • Conducting micro teaching • Implementing teaching practice
School Curriculum Authorities

<ul style="list-style-type: none"> • Reforming primary and secondary school curricula • Establishing link between curriculum and professional standards
Education Research and Development Agencies
<ul style="list-style-type: none"> • Conducting action research in school setting • Coming out with policy recommendations to improve teaching and learning
Students
<ul style="list-style-type: none"> • Understanding obligation of teachers towards them • Taking pride in the quality of education they receive
Parents and Care-givers
<ul style="list-style-type: none"> • Establishes clear areas and bases for partnership of teachers and schools with parents and care givers in raising up the child • Parents know exactly what is being paid for • Monitor how much they are getting in return for their investments in the education of their children
Teachers Unions
<ul style="list-style-type: none"> • Gives the unions true sense of professionalism • Serves as basis for negotiation of compensation • Facilitates self-regulation in ethical and professional matters • Self-assessment
Civil Society Organisations
<ul style="list-style-type: none"> • Provides a template for monitoring of educational performance • Basis for advocacy in matters affecting teachers and education in general
International Development Partners
<ul style="list-style-type: none"> • Enable cross-border and other forms of international assessments and comparisons • Helps in monitoring the prospects of achieving global and continental sustainable development goals • Gives a framework for funding and international intervention
Whole Society
<ul style="list-style-type: none"> • Transparency and accountability in education • Earns public trust for the teaching profession • Social recognition of the teaching profession

3.3 Domains of the Professional Standards

The domain refers to the major structure or division of the entire professional standards and competences. In some jurisdictions, it is referred to as the key principles, for instance the South African Teaching Standards (South African Council for Educators, 2017) or core propositions as used in the Teaching Standards of the United States (National Board for Professional Teaching Standards, 2016). Therefore, the domain is known by a variety of terms and there are different ways of structuring and organizing the professional standards and competences across the world.

The domains and structure used in the African Framework of Standards and Competences align with the *International Guidance Framework* devised by the International Task Force on Teachers for Education 2030 (2019). Interestingly, the International Guidance Framework adopted domains, sub-domains and structures of professional standards already existing in Africa, for instance, the SADC (2018) *Regional Framework for Teacher Professional Standards and Competences*. Therefore, by aligning with the International Guidance Framework, the African Framework of Standards and Competences helps to project the best practices in Africa which are already recognized by the world.

The following are five domains used by the International Guidance Framework which were adopted by the African framework:

- **Professional Knowledge and Understanding:** These explain the intellectual capacity required of teachers to grasp the relevant academic, logical and conceptual issues involved in teaching and learning.
- **Professional Skills and Practices:** These establish the capacity expected of teachers to practically plan and implement learning programmes, evaluate performance, provide feedback, work on the outcome of evaluation and guarantee a friendly and safe school environment, among other needs.
- **Professional Values/Attributes/Commitment:** These elaborate the acceptable conduct and philosophies and principles of life that should underlie them as teachers discharge their professional duties in all ramifications.
- **Professional Partnerships:** These clarify the ability expected of teachers to network successfully with all stakeholders in the immediate teaching-learning environment with (learners, colleagues, school leadership and wider audience such as the community, government, international relations and the society in general.
- **Professional Leadership:** This elucidates the expected capacity of teachers to nurture and sustain positive interpersonal influence that can enhance the organization and management of teams and groups at all levels of the school as an organization and beyond.

3.4 Standards and Competences (Descriptors)

The standards are the sub-themes of the respective domains. There are usually many standards according to the interests and concerns of the various jurisdictions and continents. Some standards concern traditional issues such as curriculum, programme and lesson planning, mastery of subject matter, instructional strategies, evaluation and feedback and a host of other issues. Yet some standards point to emerging problems of great concern to the global community, for instance gender equity, inclusiveness, health and safety, climate change, global citizenship, and teaching and learning under vulnerable conditions. Basically, therefore, standards are as diverse as there are issues of concern related to teaching and learning (Actionaid, 2017; Caena, 2011; European Commission, 2018; UNESCO, 2014; UNESCO 2017/18; UNESCO & APCEIU, 2017; UNESCO IICBA, 2017). Again, the African Continental Framework of Standards and Competences adopted the standards given by the international guidance framework. Technically speaking, a standard is the norm or typical level of performance expected of a teacher on a particular case.

For each standard, the competences (descriptors) are stated. The competences are the varieties of roles or performances expected with regards to each standard. Defined more formally, a competence is “a complex combination of knowledge, skills, understanding, values, attitudes and desires which leads to effective, embodied human action in the world, in a particular domain” (Deakin, 2008 cited in SADC, 2018).

3.5 Presentation of the Professional Standards and Competences

As already stated, in the African Framework of Standards and Competences, the domains, standards and competences for the Beginning Teacher are one hundred percent (100%) as provided by the International Guidance Framework developed by the International Task Force (2019). This translates into an excellent alignment of the continental framework with the International Guidance Framework. The domains, standards and competences of the International Guidance Framework were also validated by a workshop of

African and world experts convened by the International Task Force, 18-20 March 2019 in Addis Ababa, Ethiopia. However, the International Guidance Framework, though it provided for career stages, did not specify competences beyond the first stage. The implication is that continents are free to fill-up competences for the higher stages of the career path. Accordingly, the African Framework has filled-up competences for the three higher stages of the career path, that is, the *Proficient*, *Expert* and *Distinguished*. At this juncture, the domains, standards and competences of the continental framework are displayed on Tables 3.2 to 3.6.

Table 3.2 Professional Knowledge

1st Domain: Professional Knowledge and Understanding				
Standard	Competences			
	Beginner	Proficient	Expert	Distinguished
Knowledge and understanding of human development and the learner	Demonstrates knowledge and understanding of the research and underlying principles of how individuals learn and develop in physical, cognitive and language, and socio-emotional domains, and how these may affect teaching and learning.	Acquires and applies advanced knowledge of the physical, cognitive and language, and socio-emotional domains and their implications for teaching and learning.	Models best practices in the application of the physical, cognitive and language, and socio-emotional dimensions of the individual to teaching and learning.	Initiates and leads researches to discover new frontiers concerning the implications of human development and learning, particularly physical, cognitive, social and emotional domains.
	Demonstrates knowledge and understanding about differences in the way individuals learn and develop and is responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious, and socioeconomic backgrounds and the implications and strategies for teaching across the full range of abilities.	Conducts a mapping of the diverse linguistic, cultural, religious, and socioeconomic backgrounds of learners and associated strengths and weakness in learning and the strategic remedies.	Demonstrates expertise in matching learners with their learning strategies best aligned to their linguistic, cultural, religious, and socioeconomic backgrounds, and works with learners to continuously improve learning outcome.	Evaluates strategies applied by colleagues in dealing with learners of diverse social backgrounds, offers guidance and builds their capacity towards excellence.
Knowledge and understanding of the curriculum	Demonstrates full understanding of the curriculum and understands the place of each subject area in the curriculum.	Demonstrates advanced knowledge and understanding of curriculum and the theories, principles and practices underlying the key thematic areas of the curriculum.	Exhibits knowledge of the parameters and procedures for curriculum design and implementation.	Introduces innovative curriculum practices and leads the contextualization and enrichment of curriculum.
Knowledge and understanding of the subject matter	Demonstrates knowledge and understanding of concepts, theories, principles, and facts related to the subject being taught.	Applies advanced knowledge of concepts, theories, principles, and facts related to the subject being taught.	Supports colleagues to deepen their knowledge of concepts, theories, principles and facts about their subjects and to understand the latest developments in the field.	Leads the mapping and dissemination of latest developments in the subject area and provides guidance to colleagues to continuously improve their knowledge in the field.

Knowledge and understanding of interdisciplinary learning	Demonstrates knowledge and understanding on how to identify and highlight connections with other curricular areas, stages, or sectors, promoting learning beyond subject boundaries.	Demonstrates advanced knowledge of the themes and perspectives of multidisciplinary education particularly the linkages between diverse subjects, curriculums and sectors	Applies advanced knowledge of multidisciplinary themes and perspectives to teaching and learning and real-life cases in the school system.	Creates opportunities for colleagues and learners to practically experience the real life implications of the cross-cutting nature of curricular areas, stages and sectors.
Knowledge and understanding of education theory, pedagogy, and teaching practice	Demonstrates understanding of education theories to systematically inform teaching practice and strategies.	Demonstrates knowledge of diverse theories, their relative their strengths and weaknesses in different contexts of teaching practice and strategies	Models the application of theories best fit for teaching practice and strategies in specific contexts	Evaluates the efficacy of teaching practice and strategies used by colleagues and develops guidelines for challenging contexts.
	Demonstrates knowledge and understanding of strategies and planning skills for differentiated teaching and inclusive education to cater for different learning abilities and provides effective support and challenges.	Identifies critical issues in the designing of teaching strategies to achieve inclusion, multiculturalism, and to cater for learners with special needs.	Promotes multicultural and inclusive teaching strategies perfectly blended with individualized instructional approaches to meet the needs of various categories of learners.	Establishes a rich resource base of latest instructional strategies that cater for inclusion, multiculturalism, and learners with differentiated needs and builds the capacity of colleagues to benefit from the resources.
	Has high expectations for learners and shows commitment to raising learners' expectations of themselves.	Demonstrates knowledge of a diverse range of learner expectations in the 21 st century and best approaches to assist learners to envision and excel in their expectations.	Applies evidence-based strategies to promote learner expectations and their accomplishments.	Develops schemes that build capacity of learners to establish positive, audacious and achievable expectations about their education and life.
	Establishes achievable challenges for students of varying abilities and characteristics.	Acquires advanced knowledge of how to utilize learner-centred activities to challenge learners and bring out their best potentials.	Models knowledge and activities with high positive impact on learners' capacity for dealing with challenges and for independent learning, contextualized for learners of varying abilities and characteristics	Leads colleagues in delineating, evaluating and promoting strategies that challenge students of varying abilities to bring out their best potentials.

Knowledge and understanding of assessment, feedback, monitoring, and evaluation of the learner	Demonstrates knowledge and understanding of effective assessment strategies and the importance and purpose of providing timely and appropriate feedback to learners about their learning, and to improve teaching performance.	Demonstrates advanced knowledge of the theories and principles that inform learning assessment and feedback system.	Applies effectively context specific assessment strategies and feedback mechanism, and model best practices in assessment and feedback.	Develops best practice resource materials on assessment and feedback system and build the capacity of colleagues to utilize them.
Knowledge and understanding of education-related policies and legislation	Demonstrates knowledge and understanding of local and global issues related to social, economic, political, cultural, and environmental contexts of education, including their own responsibility and accountability related to these policies and legislation.	Organizes orderly the relevant educational legislations and policies from local, national, sub-regional to continental and global levels, showing their overarching as well as cross-cutting issues.	Demonstrates expertise in the analysis and applications of context-specific national, continental and global education laws, conventions, policies and frameworks.	Monitors, evaluates and advises the integration of the relevant national and international laws and policies in education and extent of discharge of responsibility and accountability by colleagues and the school system.
	Demonstrates knowledge of children's rights, basic human rights, and rights of persons with disabilities.	Has capacity to recite critical sections of specific national and international laws and conventions on human and child rights and persons with disabilities.	Models the application of overarching national and international laws and conventions on rights and disabilities in the learning environment.	Develops contextualized resources on the application of human and child rights and disabilities laws, and builds capacity of colleagues on their uses.
Knowledge and understanding of digital technologies for teaching and learning	Demonstrates knowledge and understanding of technological concepts and the benefits of digital technologies to improve teaching and learning in the classroom.	Has advanced knowledge of technological concepts and their benefits for teaching and learning	Demonstrates expertise in analyzing the concepts, theories and principles of technologies and their benefits in different contexts of teaching and learning.	Leads the mainstreaming of beneficial technological concepts, theories and principles in all the relevant facets of school life.
	Demonstrates secure knowledge and understanding of current guidance on the use of digital technologies in schools and knows how to use digital technologies competently to enhance teaching and learning.	Deepens knowledge of the use of educational technologies in specific teaching-learning setting.	Models excellent use of educational technology and versatility in its application to diverse teaching and learning situations,	Develops inspiring protocols for colleagues to maximize the use of educational technology in teaching and learning
	Demonstrates an understanding of the relevant issues and the strategies available to support the safe, responsible, and ethical use of digital technologies in learning and teaching.	Demonstrates advanced knowledge of the concepts, theories, themes and perspectives of ethics, safety and responsible use of educational technologies.	Models a culture of safe, ethical and responsible application of digital technology to teaching and learning.	Develops a resource base of emerging best practices to ensure safety, ethics and responsible use of educational technology.

	Implements teaching strategies for using digital technology to expand curriculum learning opportunities for students.	Maps a diversity of technology-aided learning strategies to apply to own teaching and learning contexts.	Develops technology aided instructions and learning resources which are among the best in the school system	Maintains inspiring artefacts of technology aided instructions and resources and utilizes them in building the capacity of colleagues.
	Enables learners to make full use of well-chosen resources, including digital technologies to support teaching and learning.	Maps learners' interests and aptitudes and how instructional technology can best serve their needs.	Develops improvement programmes to motivate learners to apply digital technology in their learning.	Engages learners to inspire and build their capacity to adopt educational technologies and to provide helplines and useful links.

Table 3.3: Professional Skills and Practices

2nd Domain: Professional Skills and Practices				
Standards	Competences			
	Beginner	Proficient	Expert	Distinguished
Effective teaching and learning	Plans, designs, and implements contextually relevant teaching and learning activities, making use of a variety of teaching strategies and resources promoting higher order-thinking.	Plans, designs and implements special learning programmes and activities that overcome learning challenges and inspire learners to become creative.	Applies, creates and improvises teaching resources and strategies with high impact on students of all categories from the gifted and talented to those with learning challenges.	Builds a system of programme and lesson plans and designs matched with appropriate instructional resources and strategies; coaches colleagues to integrate them in their teaching and learning activities.
	Applies learning in different contexts, including direct experiences of nature and other learning within and beyond the school boundary.	Makes learning more practical by introducing learners to a diversity of real-life experiences.	Mentors colleagues on the relevance and applicability of learning in different contexts and real-life experiences with high impact on learning.	Creates a directory of the diversity of learning contexts, their strengths and weaknesses, and strategies for optimizing learner potentials.
	Communicates the importance of what students need to learn and links this to relevant success criteria.	Creates distinctive programme and lesson objectives and matches them with success criteria	Builds the capacity of colleagues to create learning programmes and identify learners' needs to reach expected performance	Monitor, evaluate and advise colleagues on strategies for effective communication of programme and lesson importance and success criteria.
	Communicates clearly in the language of instruction (sign language included), making use of various media, and interacts productively with learners, individually and collectively.	Demonstrates clarity and effective use of instructional language appropriate for diverse teaching and learning contexts.	Demonstrates advanced application of instructional communication and mentors colleagues on instructional languages	Develops strategies and resources for excellent instructional communication and promotes their use in the school system.
	Demonstrates effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning.	Demonstrates capacity to motivate and inspire exceptional learner interest, participation and achievement in lessons.	Supports colleagues to perfect their questioning strategies to create exciting and participatory learning activities for all categories of learners	Lead advancement in the art of questioning for creative learning outcomes for diverse learners and settings.

	Creates opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional.	Creates high impact programmes that bring out the best in learner participation, debates and decision making in complex and related issues.	Builds capacity of colleagues to creatively develop and manage high impact programmes for exceptional learner participation.	Monitors, evaluates and advises colleagues on stimulation of learner participation in debates and decision making in complex, open-ended, controversial or emotional issues.
Effective classroom organization and management	Creates and maintains a supportive and safe learning environment by supporting learner participation, organizing physical space, managing classroom activities and managing behaviour.	Establishes excellent learning environment characterized by maximum consideration for safety, physical space best fit for specific learning activities, active learner participation.	Models effective classroom organization and management in various contexts.	Designs and works with colleagues to implement guides for excellent classroom organization and management.
	Establishes a culture for learning.	Designs and implement varying programmes that exhibit excellent learning culture	Highlights and celebrates excellent learning culture to deepen interest and diffusion of such culture among colleagues and learners.	Conducts research on emerging high impact learning cultures and builds the capacity of colleagues and learners in such culture.
	Ensures that all students feel emotionally, culturally, and physically safe, and are willing to participate fully in class activities, including asking questions.	Creates a learning atmosphere in which every student displays excitement and participates fully in learning activities.	Highlights and celebrates special learning atmosphere to deepen interest and diffusion of the practices.	Conducts research on emerging high impact learning atmosphere and builds capacity of colleagues and learners.
	Recognizes when a learner's behaviour may signify distress requiring the need for further support, and takes appropriate action.	Displays creativity in the recognition of distress among learners and concrete steps to assist such learners.	Mentors colleagues on the early identification of distress situations and swift response mechanisms	Establishes rules for dealing with distress situations and manages a network within and outside the school for emergency responses.
	Demonstrates care and commitment to working with all learners.	Readily identifies relevant learner characteristics and displays responses that best fit their relevant backgrounds.	Builds capacity of colleagues to identify and react most suitably to learner backgrounds.	Builds supportive programmes that promote care and commitment to all learners.
	Demonstrates knowledge of practical approaches to manage challenging behaviours.	Displays creativity in the recognition of challenging behaviours among learners and concrete steps to handle the situations.	Mentors colleagues on the early identification of challenging behaviours and appropriate response mechanisms.	Establishes rules for managing challenging behaviours among learners and maintains a network of the relevant emergency services.
	Creates an environment of trust, respect, and cooperation.	Identifies and strengthens the critical parameters of trust, respect and cooperation in all learning programmes.	Models trust, respect and cooperation in various programmes and contexts.	Monitors, evaluates and establishes benchmarks for creating environment of trust respect and cooperation.

Effective learner assessment	Manages and monitors learners' learning through continuous assessment based on multiple assessment strategies, and uses data to improve learner performance.	Identifies diverse continuous assessment strategies and matches them with suitable contexts, outcomes and feedback for improvement of learning.	Builds a model of continuous assessment strategies, contexts, and their application to improve learning.	Develops continuous assessment benchmarks and supports implementation by colleagues for the improvement of learning.
	Uses questioning and discussion techniques to assess student understanding, engages students in learning, and provides feedback on their learning.	Applies questioning and discussion creatively to accomplish excellent assessment of learners and improvement of learning outcomes through feedback.	Models learning assessment using questioning and discussion techniques and creative feedback mechanisms that improves learning.	Enriches the practice of continuous and feedback mechanism in the school with new discoveries and best practices.
	Demonstrates understanding of assessment strategies, including informal and formal, diagnostic (including assessment of prior knowledge and competencies), formative, and summative approaches to assess student learning.	Correctly maps the diversities and strategies of learning assessments.	Displays mastery of most the mapped diversities and strategies of learning assessments.	Develops through research latest benchmarks in assessments and disseminates them school-wide.
	Engages students in the learning process, and enables all learners to engage in self- and peer-assessment to benefit learning.	Practically and creatively inducts learners in self- and peer- assessments with outstanding learning outcomes.	Supports colleagues to build the capacity of learners in diverse self- and peer-assessment strategies.	Leads colleagues to continually review and improve efficacy of learners' self- and peer-assessment strategies.
	Keeps records, analyses, reports, and provides constructive and timely feedback of achievement, including social and emotional development, to learners and parents, and advice about "next steps."	Maps and implements important typologies of assessment records and reports for learners, parents and guardians for learning improvement	.Engages colleagues, learners and parents to deepen their understanding and use of assessment reports for learning improvement.	Generates through research and institutionalizes the best practices in assessment records and reports and management of feedback mechanisms for learning improvement.
	Administration of learning	Meets school administrative requirements and participates in school processes and decision making structures.	Accumulates impressive records of effective participation in school processes and decision-making	Mentors colleagues on participatory decision making and good etiquettes for administration of learning.
Effective use of technologies for teaching and learning		Integrates digital technologies to improve teaching and learning in the classroom.	Has impressive documentary of own technology aided teaching and learning resources, programmes and lessons.	Displays mastery in use of state-of-the-art technologies in teaching and learning

	Keeps informed of changes in technology related to instructional and administrative functions.	Applies the latest information on technology use in teaching and learning.	Models innovative use of latest information on changes in technology for instructional and administrative purposes.	Generates data on latest changes in the application of technology to instruction and administration and disseminates them school-wide.
Guidance and counseling, support, school health, and safety	Provides guidance and supports learners on educational, academic, and career issues.	Maps learners with counseling needs in their educational and career lives and provides efficacious support according to contexts.	Mentors colleagues and learners for early identification of challenges needing guidance and the proactive measures to take.	Builds capacity of colleagues and learners on educational and career guidance and counseling, providing models and blueprints on these.
	Demonstrates respect for individual, family, and cultural characteristics and experiences that may influence learning.	Readily identifies relevant learner characteristics and displays responses that best fit their relevant backgrounds.	Builds capacity of colleagues to identify and react most suitably to learner backgrounds.	Builds supportive programmes that promote colleagues' respect for all learners of all backgrounds.
	Supports welfare of all learners by promoting good health and nutrition, physical activity, water, sanitation and hygiene, needs of learners with disabilities, mental health, sexual and reproductive health concerns, and care and support needs.	Participates actively in design and implementation of excellent welfare schemes for learners.	Model practices where every child receives optimal attention and care with regards to all matters of welfare and related matters.	Helps to build institutional capacity and benchmarks to optimally support every learners' welfare and all-round health.
	Promotes attitudes and values that support gender equality and empowerment.	Engages learners of different genders on bases of equity and justice and exhibit exemplary attitudes in these respects; mainstreams gender equality in all teaching and learning situations.	Ensure that colleagues attain attitudinal standards required for gender equality and empowerment.	Promote open dialogue and practices that reinforce gender equality and empowerment throughout the school
	Implements effective strategies to increase learner knowledge, attitudes, and skills for prevention of communicable diseases such as cholera, typhoid, HIV infection, and other non-communicable diseases such as diabetes, cancer and heart disease.	Advances the capacity of learners to recognize early symptoms and take preventive measures against killer and general communicable diseases.	Supports colleagues and learners to build a culture of excellence in disease detection and prevention.	Maintains a network of resources, links and emergencies to assist colleagues and learners to detect and prevent diseases.
	Promotes awareness and understanding of gender-based violence, bullying, substance abuse and harmful social or cultural practices.	Advances the capacity of learners to recognize and prevent gender-based violence, substance abuse and harmful socio-cultural practices.	Supports colleagues and learners to build a culture of excellence in detecting and preventing violence, bullying and harmful	Maintains a network of resources, links and emergencies to assist colleagues and learners to detect and prevent gender-based violence, substance abuse and harmful socio-cultural

	Provides primary emergency care as first responder.	Demonstrates advanced capacity to deal with first aid issues	practices. Models best practices in primary emergency care as first responder	practices. Leads colleagues to develop and institutionalize capacity for emergency care.
	Maintains records of support provided to learners.	Demonstrates excellent knowledge of records and routine reports to be generated on support provided to learners.	Supports colleagues to adequately utilize reports of support to learners for continuous improvement in the health, safety and welfare of learners.	Mainstream best practices with regards to reporting on support to learners for continuous improvement of the learning environment.

Table 3.4: Professional Values/Attributes/Commitment

3rd Domain: Professional Values/Attributes/Commitment				
Standard	Competences			
	Beginner	Proficient	Expert	Distinguished
Awareness of and respect for learners' diversity	Treats students equitably, and demonstrates awareness of learner diversity (including special needs) without prejudice to individual or cultural differences.	Exhibits excellent inter-personal relationship with all learners across race, culture, and socio-economic and differences.	Models best practices in relating with learners of all backgrounds.	Monitors and evaluates colleagues' relationships with learners; and provides guidance for continuous renewal and improvement.
Respect for learners' rights and dignity	Demonstrates respect for human rights and a commitment to social justice, gender responsiveness, inclusion, and caring for and protecting learners.	Exhibits excellent inter-personal relationship with all learners underscoring highest regards for learner rights and dignity.	Models best practices in relating with learners of all backgrounds and specially protects the rights and dignity of all learners.	Monitors and evaluates colleagues' relationships with learners especially with regards to rights and dignity and provides guidance for continuous renewal and improvement.
Respect for school system and colleagues	Complies with relevant legislative, administrative, organizational, and professional requirements, policies, and processes of the profession and institution.	Exhibits excellent records and conducts that attest to attainment of organizational and professional standards.	Provides support to colleagues to attain high level of compliance with organizational and professional standards.	Develops blueprints, builds capacity of colleagues and provides critical information and guidance to attain organizational and professional requirements
	Maintains high ethical standards and supports colleagues to interpret codes of ethics and exercise sound judgments in	Demonstrates mastery of the texts, intents and purposes of professional codes of ethics and exhibits excellent	Support colleagues to advance their knowledge of codes of ethics and acceptable levels of conduct in challenging,	Helps to mainstream ethical standards in all relevant teaching and learning as well as interpersonal contexts to build a highly ethical school

	school context.	conduct in those respects.	controversial or unusual contexts.	system.
Role model to learners	Demonstrates the behaviour, character, and virtues expected of learners by society.	Maintains consistent official records and personal lifestyle that inspire learners.	Models exemplary characters and virtues that inspire learners to emulate the precepts of the teacher.	Monitors, evaluates and provides guidance to colleagues to raise the standards on behaviour and character.
	Demonstrates awareness and understanding of developments that affect the community, the country, and the planet (e.g., climate change, sustainable development, global citizenship, among others).	Applies practically at all times and in all teaching and learning situations the relevant advocacies trending at the community, national and global levels.	Exhibits exemplary applications of the advocacies trending at the community, national and global levels.	Develops a resource base and technical capabilities for supporting colleagues to become veritable agents of change and advocacy in accordance with local, national and global advocacies.
	Knows how to work with the local and global community to develop realistic and coherent interdisciplinary contexts for learning, particularly in relation to sustainability.	Applies knowledge and skills on interdisciplinary subject matters particularly the sustainable development goals to create local, national and global contexts and integrate same in teaching and learning.	Creates teams of colleagues and external experts to work collaboratively on the domestication and implementation of interdisciplinary, multicultural and international goals and programmes.	Designs and disseminates contextualized local and international benchmarks on interdisciplinary subject matters and strategies for integrating them in teaching and learning.
Commitment to continued professional development	Carries out self-assessment, identifies professional needs for self-development, and establishes professional goals using the relevant professional standard.	Maintains excellent and consistent records of properly evaluated own developmental needs and goals as well as strategies and programmes to address actualize them.	Models a perfect match between own development goals and strategies and the requirements of the professional standards,	Coordinates colleagues and provides technical support to conduct self-evaluation and designing of professional development goals and strategies.
	Thinks systematically about their practice and learns from experience.	Demonstrates capacity to reflect on implications of professional practice vis-a-viz real-life experiences.	Exhibits expertise in reflective thinking to regenerate the ideals of professional practice.	Supports colleagues to continually renew their faith and practices in the profession.
	Uses feedback from other teachers, students, and the community to improve practice to positively impact student learning.	Maps the feedback from diverse stakeholders and their implications for learning improvement	Models the application of feedback from diverse stakeholders to improvement of professional practice.	Reviews feedback from diverse stakeholders and supports colleagues to apply them beneficially in teaching and learning.

	Makes difficult choices that test professional judgment.	Maintains records of challenging professional decisions and their implications for professional practice.	Supports colleagues with advice, data and moral incentives to successfully deal with challenging professional decisions.	Helps create trust, support, and independent professional mindset that translate into an enabling environment for tough professional decision making.
	Initiates steps for professional growth, and maintains an effective record and portfolio of own professional learning and development and a professional development action plan.	Creates professional development portfolio and conducts analysis of strengths, weaknesses, opportunities and threats (SWOT) of own professional development and takes best decisions regarding development plan.	Exhibits best practices in creation of records and portfolio of own professional development, and the best possible designs of professional development action plans.	Maintains a resource base of professional development portfolio and action plans; and technically supports colleagues to effectively take steps to develop theirs.
	Engages in own professional development and participates in relevant professional development opportunities.	Engages actively in own professional development and advancement through the career path in accordance with the professional standards, and maintains an impressive portfolio of accomplishments.	Supports colleagues to implement their professional development action plans and guides them professionally to rise through the career path in accordance with the professional standards.	Builds a network of professional development opportunities; links colleagues to relevant programmes; and facilitates their advancement through the career path on merit basis.
	Understands the relevant and appropriate sources of professional learning for teachers.	Maps professional learning sources and establishes useful memberships and connections with these.	Promotes the establishment and growth of levels of professional learning communities for own and colleagues' benefits.	Leads the growth and development of professional learning communities and other sources of professional development for colleagues.
	Seeks and applies constructive feedback from supervisors and teachers to improve teaching practices.	Demonstrates excellent application of feedback from professional engagements to own professional practice.	Models the application of feedback from professional development for continuing professional development and practice	Evaluates outcomes of colleagues' professional development and supports them to integrate and enhance future professional practice.
	Engages with school and district colleagues and participates as a member of a wider professional learning community.	Sustains membership of professional learning communities with good participatory records and contributions to knowledge and practice.	Demonstrates long term commitment to professional learning communities with impressive records of contributions to knowledge and practice.	Maintains leadership records among the professional learning communities; and has intellectual and professional contributions that are hallmarks in professional

				practice.
	Collaborates with other professionals to improve school effectiveness.	Exhibits team spirit with records of continual contribution to school improvement programmes.	Displays expertise in the conceptualization and management of school improvement programmes.	Builds a resource base of international best practices and leads school improvement programmes.
	Contributes to and leads the development of plans, resources, lessons, and assessment activities for the school.	Exhibits impressive records of plans developed, resources identified and accomplishments in terms of lesson delivery and assessment and other development indices of the school.	Organizes colleagues to develop exceptional programme plans, identify resources and accomplish high impact learning programmes.	Leads the school's multidisciplinary development programmes with long terms records of accomplishments which have improved school ranking in teaching and learning.
	Systematically engages in research, critically enquiry, and evaluation individually or collaboratively to inform teaching and learning and improve professional practice.	Exhibits high level of interest and participation research individually and as teams with good records of findings and their usefulness to school and own professional practice.	Has records of research findings published and disseminated through other various means in the school and beyond which have influenced policies and practices in the profession.	Leads research teams and coaches colleagues to attain international research standards; and has published findings at the local, national and international levels.

Table 3.5: Professional Partnership

4th Domain: Professional Partnerships				
Standards	Competences			
	Beginner	Proficient	Expert	Distinguished
Partnerships with learners, parents, careers, guardians, communities, and stakeholders	Participates in professional and community networks to broaden knowledge and improve practice.	Has consistent record of continual participation and contributions to professional and community networks	Displays expertise in programmes and activities of professional and community and plays leadership roles.	Serves as reference point of professional and community networks with distinctive contributions.
	Works cooperatively with colleagues.	Demonstrates team spirit and records of long term programmes and projects successfully executed with colleagues.	Demonstrate long term leadership roles among colleagues and records of mentoring colleagues to be good team players	Builds teams, sets priorities and commands respect from colleagues as an authority in the field.
	Understands strategies for working effectively, sensitively and confidentially with parents, carers, and guardians in a professional and ethical manner.	Demonstrates versatility in relating with parents, guardians and carers, and attracts remarkable trust and dependence from them.	Models relationship with parents, guardians and carers marked by exceptional trust, confidentiality and mutual dependence.	Monitors and advises colleagues on relationship with parents, guardians and carers and provides templates for successful engagements.

	Creates and sustains appropriate working relationships with all staff, parents, and partner agencies to support learning and wellbeing, taking a lead role when appropriate.	Has long term records of excellent relations with diverse stakeholders ranging from colleagues to staff, parents, partner agencies; and concrete benefits of the relations to teaching and learning.	Supports colleagues to nurture relations with diverse stakeholders and to attract optimal benefits for teaching and learning.	Plays a central role in the network of the school's relations; and serves as a source of inspiration and expertise to colleagues, staff, parents and partner agencies.
	Plans for appropriate and contextually-relevant opportunities for parents, carers, or guardians to be involved in their children's learning and for children to be involved in their own learning by establishing a culture where learners meaningfully participate in decisions related to their learning and their school.	Has organized on a long term basis activities and programmes that cut across learners, parents, partner agencies, cultures, genders with records of successful accomplishments.		
	Contributes to community welfare and empowerment by supporting projects and networks.	Has long term records of community services and contributions towards development projects, programmes and activities	Motivates colleagues to contribute to projects and programmes of public good.	Institutionalizes mechanisms that ensures every colleague has opportunity to contribute to welfare and empowerment programmes for public good.

Table 3.6: Professional Leadership

5th Domain: Professional Leadership				
Standard	Competences			
	Beginner	Proficient	Expert	Distinguished
Leadership and management	Develops and commits to a vision for the school and promotes a distinctive school culture.	Masters actual texts of school’s vision and mission and their philosophical and theoretical underpinnings	Promotes lifestyles and programmes that practically illustrates and advances the school’s vision and mission.	Charts new frontiers (programmes and best practices) that add meaning to school vision, mission, core values and culture of excellence.
	Promotes high quality teaching and learning, engages in quality assurance and promotes improvement.	Maps and implements high impact teaching and learning strategies and assurance programmes; protects the integrity of examinations and assessments.	Identify and promote high impact teaching and learning strategies; and projects quality assurance mechanisms that work	Build institutional culture that celebrates excellent teaching and learning; mainstream checks and balances across programmes and disciplines.
	Leads with care and respect for colleagues and learners, and initiates necessary responses and interventions.	Displays democratic and charismatic leadership styles with concrete evidences of open participation and dialogues by all members of the school community.	Models transparency and accountability in leadership and motivates joint operation of members in development programmes and resolution of challenges.	Earns the respect, trust and followership of colleagues and learners in searching for solutions to problems and developmental programmes.
	Models professional conduct, manages people, and facilitates mediation of conflict.	Has an all-round, sound professional history and continually engages in upholding professional ethics and values.	Mentors colleagues to attain an all-round, sound professional history and continually improve their accomplishments.	Designs and implements contextualized, reader-friendly roadmaps towards excellence in professionalism among colleagues.
	Understands and applies the key principles described in codes of ethics and conduct for the teaching profession.	Displays mastery of the texts, philosophies, theories, intents and purposes of the professional code of ethics and conduct.	Mentors colleagues to internalize and practicalize the intents and purposes of the professional code of ethics and conduct.	Designs and implements among colleagues’ contextualized, reader-friendly roadmaps on professional ethics.
	Complies with the relevant legislative, administrative, and organizational policies and processes required for teachers according to school level.	Masters the letters of the relevant legislative, administrative and organizational laws and policies and the philosophies and theories underlying them.	Mentors colleagues to attain commendable levels of adherence to the relevant laws and policies.	Designs and implements among colleagues contextualized, reader-friendly roadmaps on the relevant laws and policies concerning the profession and school.

IV. STANDARDS AND COMPETENCES FOR SCHOOL LEADERSHIP

4.1 Imperatives of Standards for School Leadership

The global discussions and practices on standards have also evolved to include **standards for school leadership** as an indispensable part of the learning ecosystem and the quest for excellence in teacher performance. The standards and competences for school leadership define the knowledge, skills and values required of teachers who are appointed as head teachers and principals of schools. The impact of leadership in any organization has been proven to be powerful and significantly determines the success of the organization. The Department of Basic Education, South Africa (2015c:7), agreed with this fact and quoted Leithwood et al (2006) who stated that “Leadership accounts for up to 27% of variation in learner outcomes and that there is no recorded case of school improvement without talented leadership.” It therefore stressed that “Leaders are made and not born.”

The continental framework, therefore, has articulated the standards and competences expected of those who will lead the African schools in the context of CESA 16-25 and Agenda 2063. Fortunately, several African countries have conceptualized and began implementing standards and competences for school leadership. Among the countries are Ethiopia, Sierra Leone, Nigeria South Africa and many others. Therefore, the standards and competences for school leadership in this framework are actually “**homegrown**” because they are adapted directly from the practices emerging in the African countries mentioned above. Indeed, the findings from the African Union (2019b) Situation Analysis on the continental teacher frameworks showed that these emerging “African models” of standards for school leadership are among the best practices on school leadership at the global level. For this reason, they perfectly serve as models that could be externalized throughout the African continent.

Importantly too, though the International Guidance Framework recommended the establishment of standards for school leadership, it allowed the various continents to deal with the matter. Therefore, this is the African continent’s response to the global demand for standards for school leadership.

4.2 The Standards for School Leadership in Africa

The continental framework for school leadership has seven standards, which are:

- (i) Developing self and others
- (ii) Leading professional knowledge, practice and conduct
- (iii) Managing resources of the school
- (iv) Promoting school improvement, innovation and change
- (v) Generating resources internally and ensuring accountability
- (vi) Supporting learners’ enrolment and participation
- (vii) Engaging and working with the community

The standards and competences are now presented on tables 4.1 to 4.7

Table 4.1: Developing Self and Others

1st Standard: Developing Self and Others				
Sub-standard	Competences			
	Beginner	Proficient	Expert	Distinguished
(1) Attains minimum academic and leadership qualifications	Possesses a minimum of B.Ed. or Degree with PGDE for primary school leadership or Master's degree for secondary school leadership; passes School Leadership and Management Certification Course.	Applies practically the theories and principles of the academic qualifications to build excellent school leadership culture.	Supports teachers to build upon initial qualifications.	Leads and motivates teachers towards academic excellence and desire for high level academic attainments.
(2) Advances through the leadership career path	Has attained a minimum of "Expert" in the professional teacher career path.	Has successfully headed more than one school and demonstrated excellent leadership qualities.	Mentors and drives career development programmes for other school leaders.	Develops and implements benchmarks for school leadership.
(3) Earns good professional development portfolio	Has a portfolio that showcases good professional development attainments.	Exhibits rich professional development portfolio with long term accomplishments.	Supports school leaders and teachers to advance in their professional development programmes; and links them to suitable networks.	Leads school leaders and teachers in professional development networks; and acts a rallying point for professional improvements in leadership and management.
(4) Motivates professional development of teachers	Motivates teachers to enrich their professional development portfolio; and facilitates school-based professional development for teachers.	Identifies professional development needs for each teacher in the school; makes recommendations; and provides necessary assistance.	Supports needs-based professional development for each teacher in the school; and helps to integrate teachers in the relevant professional networks.	Inspires teachers for professional development and builds an institutional framework that provides every teacher opportunity for development on merit basis.
(5) Attains professional standing and networks with colleagues	Has professional registration and license and participates actively in the programmes of school leadership and professional teaching associations.	Has excellent long-term participation records and contributions to the development of school and professional teaching associations.	Supports network of school leaders to attain high levels of professional accomplishments.	Plays leadership roles in the school leadership and teaching associations and produces blueprints and research findings that set benchmarks for programmes of the networks.
(6) Promotes knowledge and use of educational technologies	Demonstrates versatile knowledge and skills in the use of educational technologies.	Promotes the spread of best practices on educational technologies throughout the school.	Builds capacity of teachers and learners and mainstreams the application of educational technologies across the disciplines and levels.	Mentors other school leaders on knowledge and use of educational technologies; Continually updates knowledge and skills of teachers and learners.

Table 4.2: Leading Professional Knowledge, Practice and Conduct

2nd Standard: Leading Professional Knowledge, Practice and Conduct				
Sub-standard	Competences			
	Beginner	Proficient	Expert	Distinguished
(7) Leads Professional knowledge	Coordinates teachers effectively to ensure attainment of professional knowledge in accordance with the professional standards.	Models excellent professional knowledge and inspires teachers to equally excel in their professional knowledge domain and to utilise variety of innovative approaches to integrate knowledge in teaching and learning.	Promotes a culture of excellence in professional knowledge with distinctive impact on learning outcomes and school performance above average within the school district.	Builds an exceptional school with notable learning outcomes and Inspires and supports other school leaders to attain greater heights.
(8) Leads Professional practice	Coordinates teachers effectively to ensure attainment of professional practice in accordance with the professional standards.	Models excellent professional practice and inspires teachers to excel in their professional practice domain and to utilise variety of innovative professional strategies	Promotes a culture of excellence in professional practice with distinctive impact on learning outcomes and school performance above average within the school district.	Builds an exceptional school with notable learning outcomes and inspires and supports other school leaders to attain greater heights.
(9) Leads Professional conduct	Initiates institutional culture and programmes that promote school vision, mission, and highest levels of professional character attainments	Designs and implements mechanisms for continual identification and reward of excellence in professional conduct and support to teachers with challenges.	Develops institutional frameworks for monitoring, evaluating, reviewing and supporting professional conduct.	Continuously improves capacity to lead professional conduct and epitomises integrity and honour in the teaching profession.

Table 4.3: Managing Resources of the School

3rd Standard: Managing resources of the school				
Sub-standard	Competences			
	Beginner	Proficient	Expert	Distinguished
(10) Sustains career development of staff members	Provides counselling and facilitates the career development of all categories of staff following the civil and professional service regulations.	Monitors and supports staff in various contexts to sustain their career progression and helps them to develop expertise to deal with civil and professional service matters.	Builds a culture of excellence with inspired staff members; and institutionalises mentoring of staff.	Serves and inter-school reference point for best practices and supports school leaders to design and monitor staff career development.
(11) Discharges human resource management functions	Maps human resource needs, functions and all categories of personnel involved and discharges the functions effectively, applying the relevant theoretical and practical and experiences as a school leader.	Demonstrates expertise in the dispensation of human resource functions and showcase advanced knowledge and practices of human resource management.	Models best practices in human resources management and build self-sustaining systems that address timely the welfare needs of staff and cases of emergency.	Develops benchmarks for excellent human resource management culture and actively spreads best practices beyond the school.
(12) Ensures effective delegation of duties	Ensures that teachers and other staff are aware of their responsibilities and have the capacity to implement them.	Creates a common understanding and buy-in of staff on delegation of duties and provide the relevant checks and balances.	Runs an accountable and transparent leadership that inspires staff to work as a team, and to accept and discharge responsibilities.	Develops benchmarks for delegation of responsibilities, transparency and accountability; and creates a culture of excellence that integrates these values.
(13) Dispenses justice, equity and fair play	Ensures justice, equity and fair play to all staff and students regardless socio-cultural, economic, political or religious backgrounds.	Institutionalises multiculturalism in all the relevant curricular and extra-curricular activities of the school.	Models good practices in multiculturalism and creates a school environment where everyone can attain highest potentials regardless of background.	Runs a school that is a point of reference for social harmony, national unity, and global ideals.
(14) Sources and manages material resources	Identifies, sources and manages resources of the school and ensures their maintenance and effective use.	Institutionalizes maintenance culture and accountability in the use of resources	Models good practices in effective use, care and accountability of facilities and learning resources.	Builds a school of excellence that leverages on state-of-the-art resources and effective and efficient management of resources.

Table 4.4: Promoting School Improvement, Innovation and Change

4th Standard: Promoting school improvement, innovation and change				
Sub-standard	Competences			
	Beginner	Proficient	Expert	Distinguished
(15) Develops strategic vision, plans and policies	Develops inspiring vision and mission for school and establishes Short-, medium- and long-term strategic objectives and commences faithful implementation.	Develops team spirit that enables all members of the school community to understand and subscribe to school vision, mission, core values and strategic objectives.	Builds a school that models team spirit, shared vision and mission, and collective action with remarkable accomplishments in learning outcomes and public reputation.	Sustains the exceptional performances of the school and establishes it as a point of reference among peers.
(16) Improvises and uses local educational materials	Builds capacity of the school to creatively improvise instructional materials and contextualise curriculum requirements to draw artefacts from the local environment.	Lead the school to attain high levels of independence in instructional and educational materials.	Models best practices in improvisation and creativity and supports teachers and learners to become reasonably self-sufficient in instructional materials through creativity and innovation.	Builds on the school's culture of creativity and innovation and continually raises learning outcomes and public reputation of the school.
(17) Assures quality of academic, leadership and managerial processes	Institutionalises mechanisms for quality control and assurance for all the relevant academic, leadership and management issues.	Builds the capacity of teachers and other staff to understand and appreciate the letters, philosophies, theories, intents and purposes of quality assurance programmes and mechanisms and to participate actively.	Models best practices in quality assurance and creates a culture of integrity for examinations and other fundamental academic as well as leadership and management processes of the school.	Researches to garner new innovative practices and develops benchmarks for sustenance of quality assurance in all relevant matters, school-wide.
(18) Manages health and safety for all	Prioritises the safety of students and staff; promotes awareness, prevention, and first aid facilities in health and safety matters; cooperates with the relevant internal and external authorities to ensure the health and safety of students and staff.	Builds the capacity of staff, students and all other personal to have expertise in dealing with health and safety issues; and institutionalises mechanisms for vigilance and prevention of health hazards and threats to safety.	Promotes a culture of excellence in health and safety management and continually improve practices through research and development.	Leads network of schools on health and safety programmes and creates templates for schools' internal and external health and safety standards.

Table 4.5: Generating Resources and Ensuring Accountability

5th Standard: Generating resources and ensuring accountability				
Sub-standard	Competences			
	Beginner	Proficient	Expert	Distinguished
(19) Demonstrates efficiency in management of resources	Demonstrates knowledge and understanding of efficient management strategies and their application to resource management.	Promotes a culture of efficient management of resources and builds team spirit and collaboration as sustaining principles.	Mentors school leaders, teachers, learners and other personnel on efficient management of resources.	Continually creates innovative ways to manage scarce resources to achieve optimal goals for the school.
(20) Exhibits transparency in management of school finances	Builds a sustainable information management system that promotes transparency and accountability in financial.	Institutionalises best practices in financial standards and procedures and ensures compliance of all sectors of the school community; generates periodic and statutory financial reports and cooperates fully with internal and external auditors and other relevant financial authorities.	Coaches members of the school community on transparency and accountability and establishes monitoring and correctional procedures.	Runs a school notable for transparency and accountability; and seeks innovations that can transform the financial and managerial processes of the school.
(21) Generation resources for the school	Demonstrates capacity to generate resources for the school identified in the strategic development plans through strategic collaboration with the relevant stakeholders.	Create awareness about need for resources and motivate participation of teachers and other personnel in networking with stakeholders for improvement of resources for the school.	Builds systematic programmes that serves as veritable platforms for generating resources for the school.	Supports school leaders, teachers and professional networks to develop blueprints contextualised for their needs to generate resources.
(22) Has expertise in financial management	Demonstrates knowledge of the good practices in financial management and their application in all the relevant financial processes of the school	Builds institutional financial systems that leverages on national and international accounting and financial standards.	Mentors and develops capacity of relevant staff in accounting standards and financial management requirements and ensures compliance.	Innovates and continually transforms the accounting and financial management system of the school.

Table 4.6: Supporting Learners' enrolment, participation and learning

6th Standard: Supporting learners' enrolment, participation and learning				
Sub-standard	Competences			
	Beginner	Proficient	Expert	Distinguished
(23) Promote enrolment and retention of learners	Works with community and other relevant stakeholders to ensure that learners in the community of appropriate age are enrolled and retained in the school regardless of gender, special needs, social status, religion or ethnic group.	Creates programmes to drive active enrolment of learners and promote multiculturalism, gender equity, social justices and other requirements that can guarantee the retention of learners.	Constructive engage parents, guardians and carers to provide reports on the children's and wards' performances and utilise feedback to improve teaching and learning.	Build and sustain excellent school-community relations that impact tremendously on learner enrolment, retention and completion of their studies with excellent grades.
(24) Inspire participation and completion of learners	Puts in place measures and programmes to motivate all learners to attend school regularly and successfully complete their education	Creates programmes to drive active enrolment of learners and promote multiculturalism, gender equity, social justices and other requirements that can guarantee the retention of learners.	Constructive engage parents, guardians and carers to provide reports on the children's and wards' performances and utilise feedback to improve teaching and learning.	Build and sustain excellent school-community relations that impact tremendously on learner enrolment, retention and completion of their studies with excellent grades.
(25) Ensure successful learning outcomes	Ensures all learners are continuously assessed and meet the curriculum expectations for learning	Utilise the assessment reports and feedback to design appropriate learning improvement and continuously monitor learning achievement.	Support learners and teachers in challenging contexts and seek professional assistance where necessary.	Establish and implement benchmarks for monitoring and evaluation of learner outcomes keep all performances at desired levels.

Table 4.7: Engaging and Working with the Community

7th Standard: Engaging and working with the Community				
Sub-standard	Competencies			
	Beginner	Proficient	Expert	Distinguished
(26) Partners relevant stakeholders	Maintains robust communication and working relationship with school management board, community, relevant government agencies and other stakeholders.	Builds working teams and committees that promote on-going collaborations and develop strategic plans, goals, activities and timelines for working with various stakeholders and secures their commitment.	Implement on a sustainable basis and collaboratively with stakeholders the strategic plans, goals, activities and timelines.	Sustain notable relations with diverse stakeholders and nurture the accruing benefits to impact positively on learner outcomes and overall potentials of the school.
(27) Addresses community challenges through education	Identifies the needs of the immediate community and addresses them in the learning process and school administration.	Supports staff to identify educational and learning needs of students from immediate community and address them through effective teaching and learning.	Conducts the school as a responsible corporate citizen of the community, seen to be involved in seeking public good and assisting the community to advance educationally.	Create a culture of educational services for the community and make the school serve as a model of educational empowerment to learners from within and outside the community.

V. IMPLEMENTATION

5.1 The Career Path and Teacher Education

The earlier sections of this framework have demonstrated the intricate link between teacher education and the professional standards and competences. Therefore, the model of initial teacher education, induction and mentoring and continuous professional development required by the African Framework of Standards and Competences are contained in the *African Teacher Qualification Framework*. The implication is that the former must be read and implemented jointly with the latter as well as the with the African Guidelines for the Teaching Profession.

5.2 General Strategies

The African Framework of Standards and Competences has a number of unique features that give the hope that the Member States shall implement it with enthusiasm. Some of these features are:

- Africa is not new to professional standards and competences. Indeed, the international guidance framework noted this fact and even incorporated substantial part of what exists in the continent into the global framework, and this global framework is again adopted and enriched as the African continental framework. Therefore, this is a framework that the Members states are substantially aware of and already using. What the framework has done is simply to harmonize, standardize and create a continental referential framework. Based on these facts, there is great belief that the framework will be enthusiastically embraced across the continent.
- The framework was developed as a demand by the African Union, which consists of the Member States. It could, therefore, be said that the framework is demand-driven. This means that it is a tool that the African Union has placed premium upon as being capable of enhancing the quality of teachers and teaching in the continent as well as helping to build an African Union that truly has its borders open for teacher mobility for the benefit of the education systems of the Member States.
- The framework is evidence-based because the foundation was laid by the African Union (2017a) study which recommended for the establishment of the framework. The study and other numerous baseline research findings as well as primary data provided by the Members States gave the impetus and facilitated the designing of the framework.
- The bottom-up approach used in developing the framework is also another strong point because it gave the stakeholders across the continent opportunity to freely participate in the development of the framework before the high-level actions of the African Union Commission.

The points enumerated above are in line with the guidelines for the development of teacher policy as enunciated by UNESCO (2015) in its *Teacher policy development guide*. SADC (2018) equally acknowledged the UNESCO guide as being germane for the successful implementation of any teacher related policy.

Notwithstanding the premises above which may help the implementation, serious work needs to be done to entrench any regional or continental policy. For instance, SADC (2018) advocated the following points in its implementation of the *SADC Regional Framework for Teacher Professional Standards and Competences*:

- Explicitly linking standards to student learning objectives;
 - Aligning standards frameworks to a comprehensive strategy to improve teaching;
 - Teacher ownership of and participation in setting standards;
 - Regular evaluation and revision;
 - Avoiding top-down 'managerialism' which constrains teaching practice; and
 - Balancing central guidance and local autonomy.
- (SADC, 2018:10)

SADC therefore, rightly opined that a regional framework should serve more as a benchmarking tool. It further quoted the advisory of the meetings of the SADC Ministers of Education regarding implementation matters. Such advisory includes:

- Advocacy and dissemination to all relevant stakeholders;
 - Integrate framework into national policies;
 - Constitute regional advisory body on this;
 - Build necessary capacity to implement the framework;
 - Source necessary budget and funding;
 - Develop/review/align national framework with the regional framework – Countries to develop action plans for aligning;
 - Implement research agenda;
 - Establish (virtual) regional platform for sharing lessons and best practices; and
 - Monitoring and evaluation (develop indicators and tools).
- (SADC, 2018:10)

These useful hints on implementation adapted from the SADC framework perfectly captured most of the primary data from Member States during the research leading to the development of this framework. Stakeholders listed several challenges that the implementation could face as well as what they saw as the solution. For instance, the common challenges listed were rigidity or resistance to change as a natural tendency of human society, budgetary constraints, poor institutional capacity in the Member States, differences in colonial heritages, and poor working and living conditions of the teachers. To overcome these and other challenges, stakeholders recommended heightened sensitization and advocacy; capacity building of the implementers, teachers and schools leaders; improved budgetary allocation; political will and support; continuous exchange of best practices; monitoring and evaluation to inform reviews when and where necessary; and the creation of a teaching regulatory authority to spear-head the implementation. Other suggestions from the stakeholders were transparency and accountability; and involvement of teachers' unions in all aspects of the implementation to ensure ownership by the teachers. The foregoing provides a rich base for considering the implementation of the framework at the continental, regional and national levels.

5.3 Implementing Agency for the Standards

Ultimately, the implementation of the African Framework of Standards and Competences at the level of the Member State will be driven by the professional regulatory agency (or teaching regulatory authority) established by law in accordance with the provisions of the African Continental Guidelines for the Teaching Profession. The professional regulatory agency will then work collaboratively with all the relevant stakeholders, including ministries of education and their agencies, school boards and inspectors, curriculum developers, teacher education institutions, teachers' unions, association of principals, parents, and development partners, among others to ensure the unfettered professionalization of teaching in the Member State.

5.4 Monitoring and Evaluation

The link between this framework and the practical approaches at the national level is that those approaches are now to be guided by the this framework. In this context, Member States shall strengthen their Monitoring and Evaluation (M&E) systems to measure the progress in the implementation of the Framework. Furthermore, the African Union Continental Education Strategy for Africa (CESA) has developed monitoring and reporting instruments and platforms for all CESA programmes and frameworks; thus, Member States are expected to make maximum use of the instruments and platforms for reporting their action plans and progress.

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