



REPUBLIC OF ZAMBIA

GOVERNMENT GAZETTE

Published by Authority

Price: K10.00 net
Annual Subscription: Within Lusaka—K300.00
Outside Lusaka—K350.00

No. 6823]

Lusaka, Friday, 6th December, 2019

[Vol. LV, No. 98

GAZETTE NOTICE NO. 1203 OF 2019

The Teaching Profession Act (No. 5 of 2013)

Teacher Registration Guidelines

1.0 INTRODUCTION

1.1 Background

The Government of the Republic of Zambia on 21st March, 2013 enacted the Teaching Profession Act, 2013 (Act No. 5 of 2013) in order to establish the Teaching Council of Zambia and define its functions, provide for the regulation of teachers, their practice and professional conduct, and to provide for the accreditation and regulation of colleges of education.

The establishment of the Council was intended to improve professionalism and enhance public confidence in the teaching profession. It was also intended to meet key aspirations of the nation in building a productive and high standard of education through a disciplined, dedicated, competent and dependable teaching profession.

1.2. Vision, Mission and Mandate

1.2.1 The vision of the Teaching Council of Zambia is to be "a credible teaching council promoting professionalism in Zambia".

1.2.2 The mission of the Council is to secure a disciplined, competent and dedicated teaching profession providing quality education.

1.2.3. The Council has the mandate to -

(a) issue teacher registration certificates to teachers and regulate their professional practice and conduct; and

(b) develop, maintain and improve appropriate standards of qualification in the teaching profession and promote Continuing Professional Development amongst teachers.

1.3. Scope of the guidelines

This document sets out guidelines for the registration of teachers, and procedures for lodging and evaluation of applications. The document is intended to be used by the Council and teachers as defined under the Teaching Profession Act, 2013, and the general public.

1.4. Objectives of the guidelines

The objectives of the Guidelines are to provide for—

(a) The classification of teachers;

(b) Procedures for lodging and evaluation of applications for registration;

(c) Procedures for lodging and evaluation of applications for re-registration.

2.0 CLASSIFICATION AND QUALIFICATION OF MEMBERSHIP

Classification and qualification of membership shall be as follows:

2.1. Early Childhood Education teachers: minimum of 3 years' Diploma in Early Childhood Education;

2.2. Primary School Teachers: minimum of 3 years' Diploma in Primary School Education;

2.3. Secondary School Teachers: minimum of 3 years' Diploma in Secondary School Education;

2.4. Special Education Teachers: minimum of 3 years' Diploma in Special Education

2.5. School Guidance and Counselling teachers: minimum of 3 years' Diploma in School Guidance and Counselling;

2.6. College Lecturers: minimum of 4 years Bachelor of Education Degree;

2.7. Technical Education Instructors: minimum of 2 years Crafts/Trades Certificate or its equivalent and a TEVETA accredited Technical Education Instructor's qualification or any other relevant teaching methodology

2.8. Education Administrators: minimum of 4 years Bachelor of Education Degree;

3.0 PROCEDURE FOR REGISTRATION OF TEACHERS

3.1. Registration requirements for Zambian applicant

A person intending to apply for registration as a teacher shall possess any of the following teaching qualifications from a recognized institution:

- 3.1.1 Diploma;
- 3.1.2 Degree;
- 3.1.3 Masters;
- 3.1.4 Doctorate; or
- 3.1.5 any other qualification recognized by the Teaching Council of Zambia, in consultation with the Zambia Qualifications Authority

3.2. *Registration requirements for non-Zambian applicant*

A person intending to apply for registration as a teacher shall possess any of the following teaching qualifications from a recognised institution:

- 3.2.1 Diploma;
- 3.2.2 Degree;
- 3.2.3 Masters;
- 3.2.4 Doctorate;
- 3.2.5 a letter of good professional standing or a certificate of registration from the country of origin;
- 3.2.6 evidence of English Language proficiency;
- 3.2.7 valid passport, Zambian resident or work permit;
- 3.2.8 successful application and completion of the Council recommended courses as stipulated in the Teaching Council of Zambia's Continuing Professional Development National Framework;
- 3.2.9 A person shall submit an academic and professional qualification verified by respective awarding bodies. The verified documents shall then be endorsed by the applicant.
- 3.2.10 any other qualification recognised by the Teaching Council of Zambia in consultation with the Zambia Qualifications Authority.

3.3. *Application procedure*

A person shall apply to the Council for registration using the prescribed form for application.

- 3.3.1 A person may apply through www.tez.ac.zm.
- 3.3.2 The application form shall be accompanied by-
- 3.3.3 copies of academic and professional qualifications verified by awarding bodies and endorsed by applicants.
- 3.3.4 certified copy of the National Registration Card;
- 3.3.5 Coloured passport-size photo with name and NRC No. endorsed at the back;
- 3.3.6 proof of payment of the prescribed fee in form of original bank deposit slip;
- 3.3.7 a letter of appointment to a substantive position in case of an administrator or relevant education management and administration qualification(s).

3.4. *Consideration for registration*

The Council shall consider every application for registration and may, as the case may be: -

- 3.4.1 request for further information from the applicant; and
- 3.4.2 conduct an investigation as it deems necessary.

3.5. *Certificate of registration*

3.5.1 Where the Council approves the application, the Registrar shall register the teacher by entering the teacher's name in the register for teachers and issue a notice of grant of teacher registration application and a certificate of teacher registration.

3.5.2 Where the Council rejects an application on the basis of provisions of part 3 section 12 of the Teaching Profession Act, the Registrar shall issue a notice of rejection of teacher registration to the applicant giving reasons for the rejection.

3.5.3 Where an applicant presents documents proven by the respective awarding bodies to be fraudulent, the applicant's registration application shall be rejected and the applicant shall be barred from reapplying for a period not less than 3 years.

3.6. *Posthumous issuance of Registration Certificate*

3.6.1 The Council shall issue a certificate of registration marked "deceased" to an applicant who dies before the issuance of the certificate.

3.6.2 Where a registered teacher issued with a registration certificate dies, the administrator or any appropriate authority shall return the teacher registration certificate to the Council immediately for the stamping or endorsing of the certificate and for updating the register.

4.0 REVOCATION AND CANCELLATION OF RE-REGISTRATION

The Council shall revoke or cancel the registration of a teacher in accordance with the provision of Section 14(1) a, b, c, d, 14(2) and 14(3) of the Teaching Profession Act No. 5 of 2013

4.1. *Re-Registration*

Where a certificate of registration has been cancelled or suspended, the holder of the certificate of registration may, apply for re-registration having met the terms and conditions.

4.1.1. *Requirements for re-registration*

A person shall be eligible for re-registration where a person: -

- 4.1.1 has recovered from a mental illness and submits a certificate of fitness from a recognised mental health facility;

4.1.2 has been convicted of an offence under any written law and sentenced to imprisonment for a period not exceeding six months with an option of a fine.

4.2. *Procedure for re-registration*

The application form for re-registration shall be accompanied by:-

- 4.2.1 proof of payment of the prescribed fee in form of original bank deposit slip;
- 4.2.2 endorsed and verified applicant's copies of academic and professional qualifications;
- 4.2.3 certified copy of the National Registration Card;
- 4.2.4 coloured passport-size photo with name and NRC No. endorsed at the back;

4.3 *The Council may:*

- 4.3.1 request for further information from the applicant; and
- 4.3.2 conduct an investigation as it deems necessary.

5.0. SPECIAL REGISTRATION FOR NON-ZAMBIAN TEACHERS UNDER GOVERNMENT ARRANGEMENTS

Internationally trained non-Zambian teachers engaged as teachers or lecturers in colleges of education in Zambia under an international agreement entered into by the Government of the Republic of Zambia shall be provisionally registered for the period of the contract or period of official stay in Zambia.

An internationally trained non-Zambian teacher shall be required to submit application forms, verified and endorsed copies of relevant academic and professional qualifications and a valid passport. The special provisional registration shall be valid for the period of the contract of the teacher or period of official stay in Zambia.

5.1. *General Requirements*

A person intending to apply for registration as a teacher under special registration shall fulfill the following requirements:

- 5.1.1 A letter from relevant authorities confirming the international agreement; and
- 5.1.2 The relevant documents as stated in the non-Zambian teachers' application in clause 4.1.2.

5.2. **Application Procedure**

The application procedure shall be as stipulated in clause 4.2.

6.0. CHANGE OF THE REGISTRATION STATUS

Change of registration status refers to a situation where a registered and licensed practitioner seeks to change the category of registration either through job appointment, promotion or acquisition of a higher professional qualification. The change of the registration status shall be as follows:

- 6.1 Pay full amount of higher registration category being applied for;
- 6.2 Complete the full Teacher Registration application form (Include the current TCZ number);
- 6.3 Attach the following document:
 - (a) Proof of full payment of the new category being applied for;
 - (b) Copy of verified newly acquired professional qualification or letter of substantive appoint to new administrative position.
 - (c) Copy of certified National Registration Card or a valid passport.

6.4 Submit the application and the prescribed attachments to the Registrar of the Teaching Council of Zambia in person through Teaching Council Registration and Accreditation Centre or through DEBS, Focal Point Person or to the Regional Officer.

7.0. REPLACEMENT OF LOST OR DAMAGED CERTIFICATE OF REGISTRATION

A person who has lost or has a damaged certificate shall apply to the Registrar for a duplicate certificate explaining the circumstances. The following documents shall be attached to the application:

- 7.1.1. a police report
- 7.1.2. proof of payment
- 7.1.3. sworn affidavit
- 7.1.4. damaged certificate or part thereof in case of application for a damaged certificate

8.0. POST APPLICATION APPROVAL

8.1. A person who is granted a teacher registration certificate must adhere to the Teaching Profession Act (Code of Ethics) Regulations, 2018, and Standards of Practice.

8.2. On-going maintenance of a teacher registration certificate is conditional on a person demonstrating professional integrity at all times.

8.3. The Council shall continuously inspect all persons holding a teacher registration certificate in order to ensure adherence to the Teaching Profession Act.

9.0. REVIEW OF THE GUIDELINES

These guidelines shall be reviewed every three years. However, review may be undertaken earlier should need arise.

GAZETTE NOTICE NO. 1207 OF 2019

The Teaching Profession Act
(No. 5 of 2013)
Practising Certificate Guidelines

1.0 INTRODUCTION**1.1. Background**

The Government of the Republic of Zambia on 21st March, 2013 enacted the Teaching Profession Act, 2013 (Act No. 5 of 2013) in order to establish the Teaching Council of Zambia and define its functions, provide for the regulation of teachers, their practice and professional conduct, and to provide for the accreditation and regulation of colleges of education.

The establishment of the Council was intended to improve professionalism and public confidence in the teaching profession. It was also intended to meet key aspirations of the nation in building a productive and high standard of education through a disciplined, dedicated, competent and dependable teaching profession.

1.2. Vision, Mission and Mandate

1.2.1. The vision of the Teaching Council of Zambia is to be "a credible teaching council promoting professionalism in education".

1.2.2. The mission of the Council is to secure a disciplined, a competent and dedicated teaching profession providing quality education.

1.2.3. The Council has the mandate to-

(a) to provide guidelines for application of Practicing Certificates; and

(b) develop, maintain and improve appropriate standards of qualification in the teaching profession.

1.3. Scope of the guidelines

This document sets out guidelines for the Practicing Certificates, and procedures for lodging and evaluation of applications. The document is intended to be used by the Council and teachers as defined under the Teaching Profession Act, 2013, and the general public.

1.4. Objectives of the guidelines

The main objectives of the guidelines is to provide for:

1.4.1. Requirements for practice certificate

1.4.2. Classification of Practicing Certificate

1.4.3. Procedures for application for Practice Certificate

1.4.4. Renewal, Reregistration of Practicing Certificate

1. THE PRACTICING CERTIFICATE

The Practicing Certificate is a legal authority issued by the Teaching Council of Zambia to a qualified and registered applicant to authorize the practice, offer a teaching service in an institution of learning such as a school or college of education, or perform duties of an education administrator. A practicing certificate provides assurance from the Teaching Council of Zambia about a teacher's eligibility to teach in terms of specific qualification, competences and good character with good morals and values.

2. CLASSES OF THE PRACTICING CERTIFICATE

Practicing certificates shall be categorized into three (3) classes, namely A, B, and C.

3.1. Class 'A' Practicing Certificate

This shall be issued to registered education administrators and college lecturers satisfying the following requirements:

3.1.1. Being in possession of a minimum of a degree with education or its equivalent;

3.1.2. Crafts/Trades Certificate or its equivalent and a TEVETA accredited Technical Education Instructor's qualification or any other relevant teaching methodology (for Technical Education Instructors)

3.1.3. Minimum of five (5) years of teaching experience or (working experience in case of Technical Education Instructors).

3.1.4. The certificate shall be renewed every three years with evidence of active participation in Continuing Professional Development and accumulation of minimum CPD points as shall be prescribed in the CPD framework.

3.1.5. Technical Education Instructors shall be limited to the teaching of technical and vocational skills subjects or courses

3.2. Class 'B' Practicing Certificate

This shall be issued to Secondary, Primary, Early Childhood Education, Special Education, Guidance and Counselling Teachers who shall satisfy the following requirements:

3.2.1. Holders of minimum of either a degree or diploma with education or its equivalent;

3.2.2. Three (3) and above years of teaching experience.

3.3. Class 'C' Practicing Certificate

This shall be issued to Secondary, Primary, Early Childhood Education, Special Education, Guidance and Counselling Teachers who are newly graduated and without teaching experience. They shall satisfy the following requirements:

3.3.1. Holders of minimum of either a degree or diploma with education or its equivalent;

3.3.2. Less than three (3) year of teaching experience.

3.4. Class 'D' Temporary Certificate of Practice

This shall be issued to applicants who are not qualified teachers but are working or volunteering in public and community schools as justification.

3.4.1. General Requirements for Class D

(a) Community School Teachers

- (i) Minimum of Grade 12 school certificate or its equivalent;
- (ii) Valid recommendation letter from the District Board Secretary.

(b) Assistant Teachers

- (i) Minimum of Grade 12 School Certificate or its equivalent;
- (ii) Certificate in Assistant Teacher Training Qualification or its equivalent.

(c) Associate Teachers

- (iii) Minimum of Grade 12 School Certificate or its equivalent with minimum five(5) 'O' Level Credits or better;
- (iv) Minimum of professional diploma qualification in a field relevant to education.

Summary of Categories and their Minimum Requirements

Category of Practitioners	Minimum Requirements	Class
1. Education Administrators 2. College Lecturers 3. Technical Education Instructor	a) Bachelor's Degree with Education b) Trades Certificate and TEVETA Accredited Technical Education Instructor qualification (for technical education instructors or teaching methodology) c) Minimum of 5 years teaching experience (or working experience for technical educational instructors).	A
1. Secondary School Teachers 2. Primary School Teachers 3. Early Childhood Education Teachers 4. Special Education Teachers 5. Guidance and counselling teachers	a) Bachelor's Degree with Education b) Teachers Diploma c) Minimum 3 of years teaching experience	B
1. Secondary School teachers 2. Primary School Teachers 3. Early Childhood Education Teachers 4. Special Education Teachers 5. Guidance and Counselling Teachers	a) Bachelor's Degree with Education b) Teachers Diploma c) Less than 3 years of experience required	C
1. Community School Teachers 2. Assistant Teachers 3. Associate Teachers	Refer to Section 3.4	D

4. SCOPE OF WORK FOR THE PRACTICING CERTIFICATE CATEGORIES

A registered member shall only practice where they qualify, limited to the scope of work as described in these guidelines.

4.1. Early Childhood Education Teacher:

A member registered to practice in this category shall possess a minimum of a Diploma in Early Education and will be eligible to teach in an Early Childhood Education facility.

4.2. Primary School Teacher:

A member registered to practice in this category shall possess a minimum of a Primary Teacher's Diploma. However, if the practitioner has Early Childhood Teachers' Diploma, the member may also teach at early childhood level.

4.3. Guidance and Counselling Teacher:

The members registered in this category shall offer guidance and counselling services and may teach in the areas of additional qualifications.

4.4. Special Education Teachers:

The members registered in this category shall offer special education services and may teach in the areas of additional qualifications.

4.5. Secondary School Teacher:

A member registered to practice in this category shall possess a minimum of a diploma with teaching subject /subjects and will be eligible to teach at junior secondary school. If the member has a degree with a teaching subject(s), the practitioner shall be eligible to teach at senior secondary school level. However, a practitioner shall be allowed to teach at lower levels where one has relevant additional professional qualifications.

4.6. Lecturer:

4.6.1. College Lecturer:

A member registered to practice in this category shall possess a minimum of a Degree in Education with five (5) years teaching experience. However, a practitioner shall be allowed to teach at lower levels where one has relevant additional professional qualifications.

4.6.2. Technical Education Instructor:

4.6.3. A member registered to practice in this category shall possess minimum of two years crafts or trade certificate or its equivalent, a TEVETA accredited technical education instructor's teaching qualification or any relevant teaching methodology and five (5) years of teaching or working experience at any level. A member registered to practice under this category shall be limited to the teaching of technical and vocational skills subjects or courses

4.7. Education Administration:

A member registered to practice in this category shall possess a minimum of an education degree with five (5) years teaching experience. The practitioner will take on administrative or teaching duties at lower level of the education system where he/she is qualified.

4. UPGRADING OF THE PRACTISING CERTIFICATE CLASS

The certificate shall be upgraded to a higher class (Class B) after three years with evidence of active participation in Continuing Professional Development. Thereafter, it shall be renewed every after three (3) years upon proof of active participation in Continuing Professional Development and accumulation of minimum CPD points as shall be prescribed in the CPD framework

5. TRANSITIONAL CONDITIONS

6.1. Administrators

Applicants holding administrative positions but have diploma or certificate qualifications prior to 2018 shall be allowed to continue to administer until they upgrade.

6.2. Lecturers

6.2.1. *College Lecturers:* Applicants serving as college lecturers but have diploma level qualifications in practical subjects prior to 2018 shall be allowed to teach during the transition period. However, they are encouraged to upgrade to a Degree in Education.

6.2.2. *Technical Education Instructor:* A member registered to practice in this category shall possess minimum of two years crafts or trade certificate or its equivalent, a TEVETA accredited technical education instructor's teaching qualification or any relevant teaching methodology and five (5) years of teaching or working experience at any level.

6.3. Teachers

Teacher applicants with teacher's certificate qualifications prior to 2018 shall be allowed to teach during the transition period. However, they are encouraged to upgrade their qualifications to a minimum of a diploma in Education.

6. APPLICATION REQUIREMENTS

General requirements for Practising Certificate in Zambia are specified below:

6.1. An applicant shall be a fully registered education practitioner by the Teaching Council of Zambia with a teacher registration certificate;
6.2. An applicant shall possess specific professional qualifications for a category or field of specialisation or educational service for the practicing certificate being applied for; that is,

7.2.1. A minimum of Diploma in Education for ECE and primary levels;

7.2.2. Diploma or degree for secondary teacher applicants; Bachelor's Degree with Education for college lecturers and education administrator category;

7.2.3. Proof of substantive (not acting) appointment to a position of administration or relevant education management and administration qualification(s).

6.3. In addition to professional qualifications in (7.2) above, applicants in education administrator category at all levels shall provide: -

7.3.1. A letter of substantive appointment or recommendation from a registered employer or a relevant educational management and administration qualification;

7.3.2. Degree in Education or its equivalent

7.3.3. Pledge to uphold the Professional Code of Ethics and Conduct for the Teaching Profession in Zambia.

7. PAYMENT AND APPLICATION PROCEDURE

8.1. Payment Mode

Modes of Payment: Applicant for Practising Certificate shall have two (2) options for payment of fees, that is:

8.1.1. Cash Mode Bank Deposit

The cash mode shall be a one-off payment made through any of the TCZ appointed banks.

8.1.2. *Payroll Mode*

This shall be made in form of monthly deductions running for three (3) years. The certificate shall be printed immediately the deductions are effected on the applicants' pay slip. For non-public service applicants, formal agreements shall be entered into by respective applicants' employers with the Council.

8.2. *Application Procedure*

8.2.1. A registered practitioner shall apply to the Council manually or online for a practicing certificate using TCZ Practicing Certificate Form IV available on the Teaching Council of Zambia website (www.tcz.ac.zm/certificate).

8.2.2. The application form for practicing certificate shall have the following attachments:-

- (a) Proof of payment for the appropriate category being applied for;
- (b) Coloured standard passport-size photos;
- (c) Certified copy of substantive letter of appointment to administrative position or educational administration and management qualification(s), (for education administrator applicants only);
- (d) Certified copy of valid passport (foreign applicants only);
- (e) Certified copy of valid work or resident permit (foreign applicant);
- (f) Certified copy of letter or contract of employment (foreign applicants only);

8.2.3. To apply online, applicants shall use the following link www.tcz.ac.zm/certificate (Application for Practicing Certificate); and shall be required to upload the following documents to support their application:

- (a) Applicants using the cash mode payment shall attach the bank deposit slip, the bank input slip/receipt as proof of payment while applicants using the payroll mode shall attach a copy of their latest payslip;
- (b) Standards coloured pass-size photo;
- (c) Clear and visible personal signature;
- (d) Copy of latest payslip (applicants for payroll mode only)

8. ISSUANCE OF PRACTICING CERTIFICATES

The Registrar of the Teaching Council of Zambia shall issue Practicing Certificates to applicants who meet the prescribed requirements for the issuance of Practicing Certificate in Zambia.

8.1. The Council shall evaluate every application in order to ascertain the extent to which the applicant has met the requirements for the issuance of the Practicing Certificate. The Teaching Council shall determine the conditions and type of Practicing Certificate to be given to the applicant as prescribed in these guidelines.

8.2. The Council shall issue a Practicing Certificate to an applicant that shall satisfy the requirements of the issuance of the Practicing Certificate,

8.3. The Practicing Certificate shall be valid for three (3) years but shall expire on the 31st December of the 3rd calendar year after which the applicant shall apply for renewal using the prescribed form and in a prescribed manner outlined in these guidelines.

8.4. A teacher or education practitioner who practices without a practicing certificate or employer who employs a person without a Practicing Certificate commits an offence and shall be liable for prosecution as provided for in Part III, Section 26 of the Teaching Profession Act. No.5 of 2013

9. ISSUANCE OF THE TEMPORARY CERTIFICATE OF PRACTICE

9.1. Applicants who are non-teachers but essential to education shall be issued with Temporary Certificate of Practice under the following sub categories:

10.1.1 *Community School Teacher:*

10.1.1.1 Shall only teach in a class at a community school so long they hold a valid temporal practice certificate

10.1.1.2 May be required to undergo a preparatory Teaching Methodology Foundation Course prepared by the Teaching Council of Zambia in association with a recognized college of education.

10.1.2 *Assistant Teacher:*

10.1.2.1 Shall work in a preschool or special education unit or school for purposes of assisting the qualified teachers during the teaching-learning process.

10.1.2.2 Shall only assist in either Preschool, Special Education class under close supervision of a qualified and registered teacherso long they hold a valid temporal practice certificate.

10.1.2.3 May undergo preparatory Teaching Methodology Foundation courses prepared by the Teaching Council of Zambia in association with a recognized college of education.

10.1.3 *Associate Teacher:*

10.1.3.1 Person (Professional) other than a qualified teacher with a recognized qualification in a particular field relevant to education

10.1.3.2 May teach or Lecture in a school or college of education so long they offer a subject or course in which they are qualified and hold a valid temporal practice certificate

10.1.3.3 Expected to take a pedagogical course (teaching Methodology)

9.2. Applicants who are non-teachers shall be issued with Temporary Certificate of Practice under the following conditions:

10.2.1 The Certificate of Temporary Registration of Practice shall only be valid for three (3) years.

10.2.2 The Certificate of Temporary Registration of Practice shall only be renewed once for Community School Teachers and Associate Teachers only.

10.2.3 The Certificate of Temporary Registration of Practice shall only be renewed upon submission of:

10.2.3.1 Documents showing applicant enrolment on a valid and relevant teacher-training programme or evidence of involvement in relevant CPD programmes (applicable to Community School teacher Applicants).

10.3.1.1 Documents showing applicants active involvement in relevant CPD programmes (applicable to Assistant Teacher Applicants).

10.3.1.2 Verified and valid copy of teacher qualifications or teaching methodology qualification (applicable to Associate Teacher Applicants);

10.3.1.3 Payment of the prescribed certificate renewal fee.

11. REJECTION

Where an applicant presents documents proven to be fraudulent by the respective awarding bodies, the applicant's application for the practising certificate shall be rejected and the applicant be barred from reapplying for a period not less than 3 years.

12. RENEWAL OF PRACTICING CERTIFICATE

12.1. *Renewal*

The Practising Certificate shall be valid for three (3) years after which the applicant shall apply for its renewal three (3) months before the expiry date (effective from the date of issuance of the practising certificate) under the following conditions:

12.1.1. Submit an online/manual application in line with TCZ Form IV;

12.1.2. Provide proof of payment of the prescribed fees for the category of Practising Certificate;

12.1.3. Provide evidence of participation in Continuing Professional Development, as it shall be prescribed in the CPD guidelines.

12.1.4. Provide evidence of adherence to the Professional Code of Ethics and Conduct for the Teaching Profession.

12.2. *Issuance and Expiry*

12.2.1. A Practising Certificate shall expire on the last day of the month in the respective quarter of the closing year

12.2.2. Issuance, expiry and renewal of the practising certificate shall be based on a quarterly system and dates as follows:

<i>Quarter</i>	<i>Dates</i>
1	1st January to 31st March
2	1st April to 30th June
3	1st August to 30th September
4	1st November to 31st December

13. REVOCATION OF PRACTICING CERTIFICATE

The Council shall cancel a Practising Certificate if the holder:

13.1. is found guilty of any professional misconduct;

13.2. is declared to be of unsound mind under the Mental Health Act;

13.3. is an undischarged bankrupt;

13.4. obtained the Practising Certificate through fraud, misrepresentation or concealment of material fact;

13.5. commits an offence under the Teaching Profession Act or contravenes the Code of Ethics for the Teaching Profession in Zambia,

or

13.6. Has been convicted of an offence under any written law and sentenced to a term of imprisonment not exceeding six (6) months without the option of a fine.

14. RE-REGISTRATION OF THE CERTIFICATE

Where a Practising Certificate has been cancelled or suspended, the holder of the certificate may apply for re-registration on condition that: -

14.1. One must have served the sanctions and conditions that led to the cancellation or suspension of the Registration or Practicing Certificate.

14.2. Shall also be subject to other such terms and conditions as Council may determine.

15. REPLACEMENT OF A PRACTICING CERTIFICATE

In line with Part III Section 22(1) of the Teaching Profession Act, a person who has lost or has a damaged certificate shall apply to the Registrar for a duplicate certificate explaining the circumstances. The following documents shall be attached to the application:

15.1. *Lost Certificate*

15.1.1. A police report

15.1.2. Proof of payment

15.1.3. Sworn affidavit

15.2. *Damaged Certificate*

15.2.1. A police report

15.2.2. A sworn affidavit

15.2.3. The damaged certificate or part thereof

15.2.4. Proof of payment

16. UPDATE OF PRACTITIONERS' ACADEMIC AND PROFESSIONAL PROFILE

Update of practitioner profile refers to the update of a practitioner's academic and or professional qualifications. This shall be undertaken in an event where a practitioner obtains new qualifications in the stated areas that may not warrant change of category of practice. An example in this regard may be that of a secondary school teacher who upgrades from a diploma to a degree qualification and would like the Council to include the new qualification in one's registration profile. The profile update procedure shall be as follows:

16.1. Complete the TCZ Upgrade Form

16.2. Attach copy of verified and certified newly obtained qualification

16.3. Attach copy of certified National Registration Card or valid passport

16.4. Submit to the Teaching Council of Zambia.

17. CHANGE OF THE PRACTICING STATUS

Change of practicing status refers to a situation where a registered and licensed practitioner seeks to change the category of practice either through job appointment, promotion or acquisition of a higher professional qualification. Authorization for change practitioner category shall not apply in an event where the application is submitted three (3) months prior to the next practicing certificate renewal. The change of the practising status shall be as follows:

17.1. Pay full amount of higher practicing category or class being applied for;

17.2. Complete the full practicing certificate application form;

17.3. Attach the following document:

(a) Proof of full payment of the new category being applied for;

(b) Copy of verified newly acquired professional qualification or letter of substantive appoint to new administrative position.

(c) Copy of certified National Registration Card or a valid passport.

17.4. Submit the application and the prescribed attachments to the Registrar of the Teaching Council of Zambia in person through Teaching Council Registration and Accreditation Centre or through DEBS, Focal Point Person or to the Regional Officer.

18. REGISTER OF PRACTITIONERS

18.1. The Registrar shall keep and maintain a register of all persons registered under this Act. The register shall be open for inspection by members of the public during normal working hours upon payment of the prescribed fee.

18.2. In the event that the holder of the Practicing Certificate does not intend to continue to practice, they shall inform the Council.

18.3. The Council may, where a holder of a Practicing Certificate does not intend to continue to practice for a specific or unspecified period of time, maintain the name of the holder of Practicing Certificates on the register of non-practice category for that period.

18.4. The practitioners whose names are in the non-practicing category of the register shall not accrue renewal arrears,

18.5. Practitioners who do not inform the Council after their Practicing Certificates have lapsed shall pay the accrued arrears for years when the certificates were not renewed.

GAZETTE NOTICE NO. 1206 OF 2019

The Teaching Profession Act
(No. 5 of 2013)
Standards and Guidelines for College Accreditation

1. INTRODUCTION**1.1. Background**

The Government of the Republic of Zambia on 21st March, 2013 enacted the Teaching Profession Act, No. 5 of 2013 in order to establish the Teaching Council of Zambia and define its functions, provide for the regulation of teachers, their practice and professional conduct, and to provide for the accreditation and regulation of colleges of education.

The establishment of the Council was intended to improve professionalism and public confidence in the teaching profession. It was also intended to meet key aspirations of the nation in building a productive and high standard of education through a disciplined, dedicated, competent and dependable teaching profession.

1.2. Mandate, Vision and Mission

1.2.1 The vision of the Teaching Council of Zambia is to be 'a credible teaching council promoting professionalism in education'.

1.2.2 The mission of the Council is to secure a 'disciplined, a competent and dedicated teaching profession providing quality education'.

1.2.3 The Council has the mandate to -

(a) to accredit and regulate colleges of education; and

(b) develop, maintain and improve appropriate standards of qualification in the teaching profession.

(c) provide regulations relating to education and training of teachers as provided for in Part IV, Section 37 of the Act)

1.3. Scope of the Guidelines

This document sets out guidelines for the registration of teachers and procedures for submission and evaluation of applications. The document is intended to be used by the Council, colleges of education, teacher education program providers and any other stakeholders in the provision of teacher training.

1.4. Objectives of the Guidelines

The objectives of the guidelines are to provide for:

1.4.1. Standards for college accreditation

1.4.2. Requirements and procedure for college accreditation

2. COLLEGE ACCREDITATION

College accreditation is a quality assurance process under which services and operations of colleges of education or teacher training programs are evaluated by the Teaching Council of Zambia to ensure that they meet the necessary quality requirements.

3. STANDARDS FOR COLLEGE ACCREDITATION

The standards for accreditation are an articulation of the Teaching Council of Zambia of what a teacher training institution must do to be accredited by the Council as well as the basis of subsequent renewals, henceforth gain public trust. The standards outline desired levels of provisions necessary for quality teacher training needed to enhance professionalism among teacher educators and teachers. The standards shall also function as a framework for institutional development and continuous self-reflection and evaluation as well as peer review. The following are the eight (8) Standards for College Accreditation (CAS):

(a) CAS 1: Mission and Purpose

(b) CAS 2: Governance and Management

(c) CAS 3: Human Resource

(d) CAS 4: Financial Resources

(e) CAS 5: Information, Physical and Technological Resources

(f) CAS 6: Curriculum and Instruction

(g) CAS 7: Health, Safety and Security

(h) CAS 8: Student Admission

3.1. CAS 1: Mission and Purpose**3.1.1. CAS 1.1: Vision**

An institution shall have a clear and elaborate vision statement, in line with the national aspiration of education that describes what an organization would like to achieve in the mid-term or long-term. This shall serve as a clear guide for choosing current and future courses of action for the institution.

3.1.2. CAS 1.2: Mission

An institution shall have a clearly documented mission statement and published in a conspicuous place which shall be consistent with the national education policy and relevant to the operations of the institution.

3.1.3. CAS 1.3: Strategic Plan

An institution shall have a strategic plan that shall include the strategic objectives, intended results, key performance indicators and implementation plan.

3.2. CAS 2: Governance and Management

3.2.1. CAS 2.1: Governance Board

The Proprietor(s) of the institution shall appoint a board of management with at least two with education expertise.

3.2.2. CAS 2.2: Roles and Responsibilities of the Governance Board

The board shall have responsibilities that shall include but not limited to the following:

- (a) Employ management, teaching and non-teaching staff
- (b) Determining the minimum number of students to be enrolled
- (c) Determining the minimum requirements for admission into the college
- (d) Developing policies of positive and affirmative action in relation to poor and vulnerable students
- (e) Providing support to the needs of students with special education needs
- (f) Developing a code of conduct for the students
- (g) Developing procedures for preventing gender-based violence of employees, lecturers and students
- (h) Establishing mechanisms for dealing with gender-based violence
- (i) Promoting effective corporate governance of the college of education
- (j) Providing strategic direction
- (k) Formulating the policies, programmes and strategies of the college of education
- (l) Approving the annual work plan and activity reports of the college of education
- (m) Approving annual budget estimates.

3.2.3. CAS 2.3: Institutional Administrative Structure

(a) Principal

- (i) Shall be the head of the college of education;
- (ii) Shall be secretary to the board of management
- (iii) shall be qualified and registered teacher with a minimum of five (5) years' work experience.

(b) Vice Principal

- (i) Shall perform the functions of the principal in his absence
- (ii) Shall provide day to day administration of the institution
- (iii) Shall provide instructional and academic leadership of the institution.

(c) Registrar

- (i) Shall maintain records for students, staff and all college facilities.
- (ii) Shall schedule all classes in terms of timetabling;
- (iii) Shall process registration requests, keep records of grades and marks of students;
- (iv) Shall enforce the rules for entering or leaving college class,
- (v) Shall admit students and providing academic guidance and counselling;
- (vi) Shall provide human resource management functions.

(d) Other Staff

- (i) The college shall employ qualified and registered teaching staff in all respective programme courses;
- (ii) The college shall employ accounts and other relevant non-teaching staff.

3.2.4. CAS 2.4: Record Management

The institution shall have a policy for effective record management consistent with the requirements and activities of its operations.

3.2.5. CAS 2.5: Statutory Registration

An education institution shall provide evidence of its registration with the relevant statutory regulatory bodies.

3.3. CAS 3: Human Resource

The institution shall have the following requirements for staffing:

3.3.1. CAS 3.1: Teaching Staff

- (a) Minimum qualification for academic staff is a first degree in education;
- (b) Minimum experience for academic staff is five (5) years;
- (c) All academic staff are registered with the Teaching Council of Zambia;
- (d) Maximum load per lecturer is twenty-four (24) hours per week;
- (e) Each core learning area has a minimum of one (1) lecturer i.e.
 - (i) ECE Teacher Education: one (1) for each foundation course and one (1) for each of the teaching subject;
 - (ii) Primary Teacher Education: one (1) for each foundation course and one (1) for each teaching subject;
 - (iii) Secondary Teacher Education: one (1) for each foundation course plus one (1) for each teaching subject;

3.3.2. CAS 3.2: Non-Teaching Staff

Support staff will include the following personnel:

<i>SNo.</i>	<i>Function</i>	<i>Minimum No.</i>
1	Accounts	2
2	Library	2
3	ICT	1
4	Registry	1
5	Secretarial	2
6	Maintenance	2
7	Security	2
8	Transport (drivers where applicable)	2
9	Kitchen (where applicable)	3
10	Sanitary	2

3.4. CAS 4: Facilities of an Institution

3.4.1. CAS 4.1: Special Education Provisions

(a) The institution applying for accreditation shall take into account provisions for learners with special education needs and other learning difficulties in the design, construction and use of all facilities and infrastructure in the institution.

3.4.2. CAS 4.1: Infrastructure

- (a) All physical structures are permanent;
- (b) The institution owns premises and structures. In the event that the institution does not own the premises and infrastructure, it shall have a minimum leasehold or rental agreement of minimum of six (6) years;
- (c) All facilities provide easy access for persons with disabilities, i.e. ramps, lifts, wide doors/entrances, steady floors and signage;
- (d) Location is not in a hazardous, noisy or high-densely populated area
- (e) Source of power is reliable.

3.4.3. CAS 4.2: Office Accommodation

Each college in terms of infrastructure shall provide office accommodation for the following officers:

- (a) Principal;
- (b) Vice Principal;
- (c) Registrar;
- (d) Accountants Assistants; and
- (e) each of the subject heads.

3.4.4. CAS 4.3: Lecture and Tutorial Rooms

- (a) Minimum number of lecture rooms one (1) per course or subject.
- (b) Lecture room size shall be of a minimum of 7m x 5m or 35m²; and
- (c) Minimum number of tutorial rooms shall be one (1) per each subject offered with a minimum size of 5m x 5m or 25m²;
- (d) minimum number of lecture rooms shall be computed from the number of classes an institution has. Each subject shall have its own classroom from where it would be taught.

3.4.5. CAS 4.4: Specialized Subject Rooms

A college shall provide rooms for each specialized subjects with appropriate equipment. Among the specialized subject shall be Music, Science, Art, Home Economics part of Technology Studies, Wood Work, Metal Work, etc.

3.4.6. CAS 4.5: Support Facilities

- (a) 4.5.1. staff room;
- (b) 4.5.2. library
- (c) 4.5.3. Information Communication Technology

3.4.7. CAS 4.6: Library

- (a) Minimum size for a library facility shall be 20m x 20m or 40m² with partitions for librarian's office, storeroom for new materials, repair and reprographics bay, issue desk area, general references areas, periodicals and study area;
- (b) A library shall have prescribed and recommended books that are stated in the curriculum. The minimum student and book ratio shall be 1 to 10;
- (c) A library shall also have a collection of reference books and other sources of information.
- (d) A library shall be in a secure building, well ventilated and shall have adequate space to accommodate the following facilities:
 - (i) An office for the librarians;
 - (ii) Storage room for incoming books, materials and equipment;
 - (iii) A working bay with reprographics and equipment for restoration of damaged-books and other reference materials;

- (iv) Issue desk with cataloguing facilities;
- (v) Main book section with standard shelves;
- (vi) Periodical section with display facilities for all periodicals;
- (vii) General Reference section for restricted reference books;
- (viii) Section for digital and online references;
- (ix) Sanitation facilities for both male and female users;
- (x) A study area with tables and chairs for users;

(e) All library facilities and books shall be accessible by learners with special education needs.

3.4.8. CAS 4.7: Staff Room

A staff room shall have adequate sitting capacity for all teaching staff, with appropriate and adequate furniture.

3.4.9. CAS 4.8: Information and Communication Technology Laboratory

- (a) The Computer Lab shall be well ventilated and spacious computer laboratory equipped with functional computers in the ratio of one to four.
- (b) The computer Lab shall have connectivity to both internet and stable source of electricity

3.4.10. CAS 4.9: Sanitation

An institution shall provide separate waterborne sanitation facilities including water closets and bathing facilities for female students, male students and staff:

- (a) The minimum number of water closets and bathing facilities for students shall be determined by the minimum ratio of one (1) facility for each twenty students (1:20);
- (b) Each female water closet shall have a sanitary bin.
- (c) Provide easy access for persons with disabilities

3.4.11. CAS 4.10: Sports and Recreation

An institution shall have sports and recreational facilities for students. These shall include facilities for both field and in-door games.

3.4.12. CAS 4.11: Catering Services

- (a) Where an institution provides meals, it shall have adequate cooking and dining facilities that shall meet public health regulations in terms of location, state of building, lighting, ventilation, cleanliness, equipment, water supply and fire safety;
- (b) Where an institution provides for self-catering,
 - (i) The institution shall provide adequate cooking facilities that shall meet public health regulations in terms of location and state of building, lighting, ventilation, cleanliness, equipment, water supply and fire safety.
 - (ii) The institution shall have clear guidelines on the use of cookers in boarding facilities.

3.4.13. CAS 4.12: Boarding

Where an institution intends to provide boarding facilities for students, the institution shall:

- (a) appoint a hostels/boarding facilities manager to manage the affairs of the students in the boarding facility;
- (b) provide facilities that shall meet the following public health requirements:
 - (i) windows, floor, doors, ceiling, walls and roof shall be well maintained and be in good state of repair;
 - (ii) have adequate sleeping spaces, beds and mattresses equivalent to the number of students in boarding;
 - (iii) have adequate natural and artificial ventilation and lighting;
 - (iv) have proper drainage and sewerage system;
 - (v) provide adequate and separate sanitation facilities for students that shall include:
 - (a) water closets and bathing facilities for female and male students in the ratio of 1 to 20;
 - (b) running water with adequate storage backup facilities;
 - (c) sanitary bins in each female water closet;
 - (vi) Provide separate laundry facilities for males and females.
 - (vii) Provide easy access for persons with disabilities

3.5. CAS 5: Financial Resources

3.5.1. CAS 5.1: Fiscal Capacity

A training institution shall make adequate financial provision to support its purpose and programmes for a period of not less than one year.

3.5.2. CAS 5.2: Financial Systems

- (a) An institution shall have financial management systems and procedures that are inline with acceptable accounting standards; and
- (b) Shall subject its financial records to audit annually.

3.6. CAS 6: Curriculum and Instruction

All training institutions shall implement training programmes approved by the Teaching Council of Zambia in consultation with Zambia Qualification Authority.

3.6.1. *CAS 6.1: Teaching and Learning Resources*

An institution shall have adequate teaching and learning resources that shall include:

- (a) Recommended reference books with a distribution minimum ratio of 1: 10;
- (b) projectors, interactive boards and display boards.

3.6.2. *CAS 6.2: Co-curricular Activities*

An institution shall make provisions for co-curricular activities for students that may be compulsory or voluntary.

3.6.3. *CAS 6.3: School Teaching Experience*

(a) In the case of the one (1) year teaching methodology programme, the duration shall be one full school term.

(b) The minimum school teaching experience duration shall be two (2) full terms staggered during the course of a training programme;

3.6.4. *CAS 6.4: Assessment and Evaluation*

A training institution shall have an assessment and evaluation board.

3.6.5. *CAS 6.5: Learner Support Systems*

An institution shall have learner support systems for effective students' progression.

3.6.6. *CAS 6.6: Quality Assurance*

An institution shall have a quality assurance board that shall provide quality assurance for the training programmes.

3.7. *CAS: Health and Safety*

3.7.1. *CAS 7.1: Emergency health services*

An institution shall provide student emergency health facilities; minimum of a sick bay with a functional first aid kit and a bed and a mattress.

3.7.2. *CAS 7.2: Water supply*

An institution shall have a constant supply of clean and piped water.

3.7.3. *CAS 7.3: Fire Safety*

An institution shall provide fire safety awareness and prevention systems that shall be available and accessible in case of fire outbreaks through the following provisions:

- (a) fire safety awareness programme and procedures;
- (b) fire escape signage and assembly points;
- (c) fire prevention alarms;
- (d) firefighting equipment including serviced fire extinguishers, fire blankets, sand and buckets;
- (e) fire emergency evacuation procedures
- (f) Emergency contact numbers (fire department, police, and ambulance services) conspicuously displayed in the institution.

3.7.4. *CAS 7.4: Waste Management*

An institution shall provide environmentally friendly waste management facilities on its premises.

3.8. *CAS 8: Student Admission*

The training institution shall have clear, documented admission criteria and guidelines that shall ensure that only student who meet the minimum entry qualifications shall be enrolled for teacher training programmes.

4. COLLEGE ACCREDITATION APPLICATION

There shall be two (2) categories of applications for college accreditation. These shall be:

4.1. *Application for Initial College Accreditation.*

Initial application shall be made by an institution seeking college accreditation for the first time. It shall be based on fulfilling the following standards:

- 4.1.1. CAS 1: Mission and purpose
- 4.1.2. CAS 2: Governance and Management (CAS 2.1, 2.3, 2.4 and 2.5)
- 4.1.3. CAS 4: Facilities of an Institution
- 4.1.4. CAS 5: Financial Resources
- 4.1.5. CAS 6: Curriculum and Instruction
- 4.1.6. CAS 7: Health and Safety
- 4.1.7. CAS 8: Student Admission

4.2. *Application for Renewal of College Accreditation*

4.2.1. This shall be made after one (1) year of accreditation (3 months before expiry of the accreditation)

4.2.2. It shall be based on fulfilling the stipulated standards (Standards 1 to Standard 8)

4.3. *Application Procedure*

4.3.1. The institution shall apply to the Teaching Council of Zambia for accreditation of the institution by providing evidence in form of prescribed document attachments to support the application.

4.3.2. The institution shall submit duly completed TCZ Application Form 13 (Regulation 9) with the following prescribed document attachments:

- (a) Original bank deposit slip as proof of payment of inspection fee;
- (b) Copy of detailed five-year institutional strategic plan;
- (c) Evidence of financial capacity in form of audited reports supported by up-to-date bank statement;
- (d) Copy of an approved training programme
- (e) Copies of PACRA and ZRA registration certificates;
- (f) Staff employment policy or copy of contract documents stipulating number of teaching and non-teaching staff to be employed, their specialization and qualifications (for initial accreditation);
- (g) List of employed staff (teaching and non-teaching) showing their NRC numbers, TCZ numbers, verified, certified professional and academic qualifications and areas of specialization; (application for renewal of accreditation)
- (h) Copy of land ownership/lease hold of the premises/infrastructure.

4.4. Initial Institution Inspection Accreditation

The Council shall carry out an inspection of an institution that submits an application for accreditation.

4.5. Procedure of Inspection

The Council shall inspect an institution in the following manner:

- 4.5.1. Pre inspection meeting with administrators;
- 4.5.2. Physical inspection of the institution;
- 4.5.3. Review of documents;
- 4.5.4. Generation of the inspection summary report;

4.6. Evaluation of the institution

The Council shall evaluate an application form and institutional audit report and determine the type of accreditation to be given to the applicant.

4.7. Criteria for Evaluation

The evaluation of an institution shall be based on the extent to which the institution meets the Council's Accreditation Standards.

5. ACCREDITATION DECISIONS

The Council shall award the following types of accreditations based on the application evaluation:

- 5.1. *Full Accreditation*: awarded to an institution that meets the requirements for accreditation.
- 5.2. *Provisional Accreditation*: awarded to an institution that does not meet the requirements for accreditation but demonstrates reasonable progress towards full accreditation. Provisional accreditation shall be granted for a period not exceeding one (1) year;
- 5.3. *Notice of refusal to grant accreditation*: given to an institution that fails to meet the requirements for accreditation. Such an institution shall not be allowed to operate as a teacher training institution.

6. CERTIFICATE OF ACCREDITATION

6.1. The Council shall issue a certificate of accreditation to an institution that satisfies the requirements of the standards of accreditation. The applicant shall not carry out activities of the accredited institution on any other premises other than the location specified in the accreditation certificate.

6.2. The accreditation certificate shall be valid for one (1) year after which the applicant shall apply for renewal of accreditation using the prescribed form and manner.

7. ACCREDITATION OF MULTIPLE CAMPUSES

An accredited institution may operate a satellite campus provided the satellite campus is independently inspected, accredited and meets the following:

- 7.1. Is permanent;
- 7.2. Has its own faculty and administrative structures;
- 7.3. Has its own budgetary authority;
- 7.4. Statutory registered;
- 7.5. Consistent with the educational objectives of the main institution;
- 7.6. Maintains the same academic standards and programmes offered by the main institution;
- 7.7. Be responsible for the academic quality of the programmes under the supervision of the main campus.

8. REGISTER OF ACCREDITED INSTITUTIONS

A list of accredited institutions providing teacher training shall be kept and be accessed through the Registrar of the Teaching Council of Zambia.

9. RENEWAL OF ACCREDITATION

An Institution shall apply for renewal three (3) months before the accreditation expires. The applicant shall submit a duly completed TCZ application form 13 with all the prescribed attachments.

10. REVOCATION OF ACCREDITATION

- (a) In the event that accreditation of the college of education is revoked on account of failure to meet the requirements of accreditation, the provisions of Section 42 (1, 2, 3 and 4) of Part V of the Teaching Profession Act No. 5 of 2013 shall apply.
- (b) The institution shall make alternative and formal arrangements for learners to continue learning from other institutions with similar programmes without additional cost on the part of students.

GAZETTE NOTICE NO. 1205 OF 2019

The Teaching Profession Act
(No. 5 of 2013)

Standards and Guidelines Training Programme Approval

1. INTRODUCTION

1.1. *Background*

The Government of the Republic of Zambia on 21st March, 2013 enacted the Teaching Profession Act, No. 5 of 2013 in order to establish the Teaching Council of Zambia and “define its mandate, functions and powers; provide for the regulation of teachers; their practice and professional conduct; and to provide for the accreditation and regulation of colleges of education; provide for matters connected with, or incidental to, the foregoing”.

The establishment of the Council was intended to improve professionalism and public confidence in the teaching profession. It was also intended to meet key aspirations of the nation in building a productive and high standard of education through a disciplined, dedicated, competent and dependable teaching profession.

1.2. *Vision, Mission and Mandate*

1.2.1. The vision of the Teaching Council of Zambia is to be “a credible teaching council promoting professionalism in education”.

1.2.2. The mission of the Council is to “secure a disciplined, a competent and dedicated teaching profession providing quality education”.

1.2.3. The Council has the mandate to:

- (a) Accredite and regulate colleges of education;
- (b) Develop, maintain and improve appropriate standards of qualification in the teaching profession; and to
- (c) Provide regulations relating to education and training of teachers.

1.3. *Scope of the Programme Approval Standards*

This document sets out guidelines for the approval of teacher training programmes and procedures for lodging and evaluation of applications. The document is intended to be used by the Council, colleges of education, and teacher program providers/institutions.

1.4. *Objectives of the Standards and Guidelines*

The objectives of the standards and guidelines are to provide for:

- 1.4.1. Requirements for training programme approval;
- 1.4.2. Procedure for the programme approval process;
- 1.4.3. The targets for training programmes.

2. TEACHER TRAINING PROGRAMME APPROVAL

Programme Approval is an external quality assurance process of evaluating a teacher-training programme submitted by a training institution to the Teaching Council of Zambia. It is provided to ascertain the programme’s relevance, suitability and adequacy for the preparation of students for the teaching profession in terms of curriculum content, training and assessment strategies, facilities, staffing, student selection criteria and internal quality assurance.

3. PROGRAMME APPROVAL STANDARDS

A training programme shall be approved upon satisfying the following eight (8) Programme Approval Standards (PAS):

- (a) PAS 1: Programme Relevance
- (b) PAS 2: Programme Outline
- (c) PAS 3: Curriculum Syllabi
- (d) PAS 4: System of Teacher Preparation
- (e) PAS 5: Physical Facilities
- (f) PAS 6: Staffing
- (g) PAS 7: Quality Assurance, and
- (h) PAS 8: Financial Capacity

3.1. *PAS 1: Programme Relevance*

A Training programme shall be anchored on the national vision, goals and values designed to meet the various socio-cultural, economic, political and technological needs and aspirations of the country. The relevance of the programme shall be reflected in the vision and goals of the institution as contained in its strategic plan, design of the training programme outlines, various curriculum syllabi, mobilization of human/material resources and the programme implementation strategies.

3.1.1. *PAS 1.1: Promotion of Liberal Democratic Principles*

The design of the teacher-training programme shall take into consideration promotion and enhancement of the following principles and goals of the Zambian Education System as provided for in the Educating our Future policy document of 1996:

- (a) Rationality and moral autonomy;
- (b) Partnership, equality, equity and inclusiveness;

- (c) Fairness and liberty;
- (d) Respect for human and civil rights;
- (e) Holistic development of individuals;
- (f) Promotion of social and economic welfare;
- (g) Liberalization and decentralisation.

3.1.2. *PAS.1.2. Promotion of National Education Goals*

The training programme shall be designed to reflect national education goals of producing a holistic learner capable of the following national values:

- (a) Directed by a personally held set of civic, moral and spiritual values;
- (b) Development of an analytical, innovative, creative, constructive and productive mind and excellence;
- (c) Appreciation of the relationship between scientific thought, action, technology and sustenance of the quality of life;
- (d) Demonstration of free expression of one's own ideas and tolerance for other people's views;
- (e) Cherishing and safeguarding individual liberties and human rights;
- (f) Appreciation of Zambia's ethnic cultures, customs, traditions and values;
- (g) Upholding of national pride, sovereignty, peace, freedom, unity, patriotism and independence;
- (h) Participation in the preservation of the ecosystems in one's immediate and distant environments;
- (i) Maintenance and observing discipline and hard work as the cornerstones of personal, family, community, national and global development;
- (j) Exhibition of leadership as agents of change in the transformation of society;
- (k) Application of knowledge, skills, positive attitudes and values for the common good.

3.1.3. *PAS.1.3: Skills and Competencies*

The training programme shall contain strategies aimed at inculcating the following skills and competences in trainee teachers:

- (a) Understanding of the subject content;
- (b) Understanding of the philosophies and education foundation subjects;
- (c) Interpretation of course materials into schemes of work and lesson plans.
- (d) Use of different teaching and learning theories, methods, techniques or strategies;
- (e) Creativity, constructiveness, innovation and improvisation in the choice, design and use of teaching and learning materials;
- (f) Integration of information technology in teaching and learning;
- (g) Provision of competent leadership.
- (h) Effective application of knowledge, skills and competences acquired;
- (i) Identification and understanding of the specific needs of learners with disabilities; and
- (j) Integration of Pedagogy Content Knowledge (PCK) in the training process.

3.2. *PAS 2: Training Programme Outline*

The training programme shall have a clearly written and titled programme outline with elaborate descriptions of the following aspects:

- 3.2.1. General rationale for the training;
- 3.2.2. Specific programme outcomes;
- 3.2.3. Specific target group (pre-service, in-service or both);
- 3.2.4. TCZ prescribed student admission criteria;
- 3.2.5. Phased programme duration;
- 3.2.6. Mode of programme delivery (full time, part time or distance);
- 3.2.7. Co-curricular activities planned and how they shall be offered by the programme and executed;
- 3.2.8. Elaborate formative and summative assessment strategies.
- 3.2.9. Level(s) of qualification and related certification.

3.3. *PAS 3: Curriculum Syllabi*

The training programme shall have specific subject syllabi with elaborate themes, topics/subtopics, learning outcomes, content based on knowledge, skills and values as well as interactive learner-centered methods of teaching and learning. The training programme shall have separate curriculum syllabi for each of the following:

- 3.3.1. Education Foundation Courses;
- 3.3.2. Teaching Courses;
- 3.3.3. Pedagogical courses, and
- 3.3.4. Up-to-date course outlines derived from specific subject syllabi.

The programme shall be developed with the following minimum course requirements in respective teacher training programmes:

3.3.5. Curriculum for ECE Teacher Education

<i>Education Foundation Courses</i>	<i>Teaching Courses</i>
1. Child Psychology 2. History and Philosophy of Early Childhood Education 3. Production of Aids (Teaching/Learning Aids) 4. Sociology of Early Childhood Education 5. Guidance and Counselling 6. Research Methods 7. Health, Nutrition and First Aid 8. Organisation and Management of Early Childhood Education 9. Early Childhood Special Education 10. Entrepreneurship Education 11. Teaching Methods	1. Pre-Literacy and Language 2. Music, Games and Dances 3. Expressive Arts 4. Pre-Mathematics 5. Information and Communications Technology 6. Environmental Science 7. Social Studies 8. Home Economics 9. Subject specific teaching methodology

3.3.6. Curriculum for Primary Teacher Education

<i>Education Foundation Courses</i>	<i>Teaching Courses</i>
1. Education Administration, History and Philosophy of Education 2. Psychology and Sociology of Education 3. Special Education 4. Guidance and Counselling 5. Curriculum Studies 6. Teaching Methods 7. Entrepreneurship Education 8. Information and Communications Technology Education 9. Research Methods	1. Mathematics 2. Integrated Science 3. Literacy and Language 4. Expressive Arts 5. Technology Studies 6. Social Studies

3.3.7. Curriculum for Junior Secondary Teacher Education

<i>Education Foundation Courses</i>	<i>Optional Teaching Courses</i>
1. Education Administration, History and Philosophy of Education 2. Psychology and Sociology of Education 3. Special Education 4. Guidance and Counselling 5. Curriculum Studies 6. Teaching Methods 7. Entrepreneurship 8. Information and Communications Technology Education 9. Research Methods	Students will be required to study at least two teaching subjects of their own choice. Higher institutions of learning will be expected to determine the subject combinations but should be in line with the teaching subjects found in the Junior Secondary School Curriculum

3.3.8. Curriculum for Senior Secondary Teacher Education

TCZ accredited institutions intending to offer senior secondary teacher education shall run programmes approved by appropriate awarding authorities but shall reflect the following recommended courses:

<i>Education Foundation Courses</i>	<i>Optional Teaching Courses</i>
1. Education Administration, History and Philosophy of Education 2. Psychology and Sociology of Education 3. Special Education 4. Guidance and Counselling 5. Curriculum Studies 6. Teaching Methods 7. Entrepreneurship Education 8. Research Methods 9. Information and Communications Technology Education	Students will be required to study at least two teaching subjects of their own choice. Colleges of Education shall be expected to determine the subject combination and course structure but should be in line with the teaching subjects found in the Senior Secondary School Curriculum set by the Ministry responsible for general education

3.4. PAS 4: System of Teacher Preparation

3.4.1. Student admission

The following shall be the minimum entry requirements into teacher training programmes:

- (a) Five (5) credits or better as prescribed by the Ministry responsible for education for the Early Childhood Education and Primary Teacher's Diplomas;
- (b) Five (5) credits with merits or better in the teaching subject(s) for the Secondary Teachers' Diploma;
- (c) Applicants with special education needs and other impairments with documented or visible evidence shall be given special consideration in (a) and (b) above after assessing their individual circumstances;
- (d) Evidence of verified results by an appropriate awarding body;
- (e) National Registration Card or Passport; and
- (f) Recent medical certificate.

3.4.2. Mode of delivery

The training programme shall clearly specify the system of teacher preparation in terms of the system used to convey instruction to the intended target group. There shall be two modes of delivery, which are:

- (a) **Conventional mode:** This shall either be on full-time or part-time learning mode.
- (b) **Distance and open learning mode:** This would take any of the following modes:
 - (i) **Blended training mode:** This shall be partly study by distance learning and partly by residential contact sessions;
 - (ii) **E-learning training mode:** This shall involve the use of e-learning course management platforms mainly through the use of electronic infrastructure;
 - (iii) **Practical Skills Sessions:** It shall be a requirement for all distance modes of learning to provide time and facilities to enable learners acquire and gain skills in various aspects of practical subject-related pedagogy. Practical sessions shall include provision for school teaching experience.

(Refer to Appendix 1 for requirements for the distance mode)

3.4.3. Duration of training programmes

- (a) The duration of pre-service Teacher Diploma programmes shall be stipulated by respective institutions of learning but shall not be less than three years;
- (b) Upgrading courses for in-service teachers may be less than three years for a diploma based on *Recognition of the Prior Learning Policy* as outlined by the Zambia Qualifications Authority (ZAQA). This shall include all fast track programmes;
- (c) For stand-alone pedagogy courses, the duration shall not be less than one year and shall include school teaching experience.

3.4.4. Practical Aspects of Training

- (a) Teacher training programmes shall employ pedagogy that enhances practical skills that shall include practical undertakings, experiments, field trips, excursions and research.
- (b) All three (3) year teacher-training programmes shall have six (6) months of school teaching experience staggered in two (2) phases in 2nd and 3rd year.

3.4.5. Co-Curricular Activities

Students shall be trained in the following co-curricular activities:

- (c) Clubs and Associations;
- (d) Sports;
- (e) Preventive Maintenance; or
- (f) Production Unit.

3.5. PAS 5: Physical Facilities

An institution shall have permanent physical infrastructure, facilities and training support services needed to deliver the training programme. The physical facilities shall be appropriate, safe, sufficient and shall be constructed and maintained to assure access, safety, security and a healthy learning and working environment for all persons including those with disabilities. Refer to College Accreditation Standards and Guidelines.

3.6. PAS 6: Staffing

3.6.1. The institution shall employ suitably qualified, experienced and registered staff whose job descriptions shall stipulate qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality of training programme(s) and services to achieve institutional mission and purposes.

3.6.2. Majority of staff shall be full time employees of the institution. The acceptable ratio of part-time lecturers to that of full-time lecturers is 40:60. Furthermore, acceptable ratio of lecturer per student is 1:35. Refer to College Accreditation Standards and Guidelines.

3.7. PAS 7: Quality Assurance

3.7.1. Internal Quality Assurance:

- (a) The institution shall employ administrators who are appropriately qualified by education, training, and experience to provide effective instructional leadership to assure the integrity and quality of the training programmes and services.
- (b) The institutions shall have an academic board of studies of suitably qualified and experienced staff in order to provide checks and balances on classroom practices, provisions of learning and teaching facilities, student support, and assessment for and of learning as well as academic progression and certification.

3.7.2. External Quality Assurance

- (a) The training programme shall be accredited to legally recognised awarding bodies for purposes of ensuring periodic curriculum and general academic training reviews, assessment validity through board of examiner assessment moderation, certification and graduation.
- (b) Staff and management shall have scheduled Continuing Professional Development (CPD) capacity building programmes with experienced external stakeholders and institutions through networking, partnerships, short courses, local and international conferences and research activities with a view to enhance academic and professional staff performance.

3.7.3. Post assessment information management

- (a) Security and safety of examinations; and
- (b) Computation, compilation, moderation, analysis and publication of assessment.

3.8. PAS 8: Financial Capacity

3.8.1. The institution shall have adequate financial resources evidenced through income and expenditure records, banking records and a variety of financial resource mobilisation strategies.

3.8.2. The institution shall have an elaborate financial accounting system managed by qualified financial personnel that shall administer its financial affairs with integrity and in a manner that ensures financial stability.

3.8.3. The institution shall employ prudent expenditure of financial resources that shall support the development, maintenance, allocation and reallocation to enhance efficiency execution of training programs and services.

4. REQUIREMENTS AND APPLICATION PROCEDURE

A college shall apply for teacher training programme approval through the prescribed application form attaching the following documents:

- 4.1. Proof of payment for the programme approval application fee;
- 4.2. Copies of statutory registration;
- 4.3. A copy of the institution's strategic plan;
- 4.4. A list of members of the board of management with personal particulars and contact information;
- 4.5. A list of proposed administrative and academic staff with academic and professional qualifications, valid TCZ Practicing Certificate, NRC and contact numbers; and
- 4.6. Proof of ownership or permanent access to the use of the training premises
- 4.7. A copy of the training programme outline;
- 4.8. A copy of the institution's quality assurance strategies;
- 4.9. A copy of the student admission policy;
- 4.10. A checklist of the physical facilities earmarked for the training programme;
- 4.11. Proof of financial capacity and stability, i.e. approved income and expenditure sheet or audited report supported with an up-to-date bank statement.

Note: The application form shall be obtained from the TCZ Registration and Accreditation Centre, The Secretariat or may be downloaded from the TCZ website: www.tcz.ac.zm

5. PROGRAMME AUDIT

The Council through the committee of specialists shall conduct a physical inspection of the institution applying for the programme approval to ascertain the suitability of both the training programme and the premises with facilities on which the programme shall be conducted.

6. CERTIFICATE OF PROGRAMME APPROVAL AND ITS RESTRICTIONS

6.1. Where the institution meets the standards for programme approval, the Council shall issue the applicant with a certificate of programme approval. The certificate so issued shall be valid for a duration of five (5) years unless it is withdrawn for reasons that shall warrant such action;

6.2. By accepting programme approval status, the institutions shall agree to adhere to and abide by the programme approval standards set by the Teaching Council of Zambia;

6.3. An approved programme shall not be transferable.

7. DENIAL OF PROGRAMME APPROVAL

The Council shall not approve a training programme that does not meet the requirements.

8. REVIEW OF APPROVED TRAINING PROGRAMME

The programme shall be reviewed as provided for in the Teaching Professions Act (No. 5 of 2013).

9. WITHDRAWAL OF TEACHER TRAINING PROGRAMME**9.1. Reasons for withdrawal**

The Council shall withdraw approval of the training programme where it considers that:

- 9.1.1. the programme no longer meets the requirements for programme approval; and
- 9.1.2. graduates of the training programme consistently fail to meet the standards required for the teaching profession.

9.2. Procedure for withdrawal

Where the Council intends to withdraw a programme, the Council shall:

- 9.2.1. Inform the institution in writing of the intention to withdraw a programme;
- 9.2.2. give an institution an opportunity to be heard;
- 9.2.3. Where an institution has failed to give a satisfactory reason to continue offering the programme, withdraw the approved programme.

9.3. Voluntary withdrawal

Where an institution intends to withdraw from offering an approved programme, that institution shall inform the Council in writing six months before withdrawal.

9.4. Student Welfare

Where an institution, with a running cohort of students, voluntarily or has its programme withdrawn by the Teaching Council of Zambia, the institution shall be obliged to ensure students are accorded every opportunity to successfully complete their training by moving them to another institution in accordance with the TCZ's Student Registration and Management Guidelines on Student Transfers.

APPENDIX I**A.1. REQUIREMENTS OF THE DISTANCE MODE**

The following shall be the requirements to be fulfilled for any institution that intends to offer courses through the distance mode:

A.1.1. Appropriate infrastructure

All institutions intending to offer Distance Education teacher training shall be required to have proof ownership or stable access to the training premises. All facilities that shall be externally procured or rented shall be of a teacher-training standard in both design and purpose. No college shall rent or procure external facilities lower than those intended for teacher training. An institution that shall fail to provide the recommended facilities shall neither be accredited nor have its training programme(s) approved. The following facilities shall be required for all its on-campus training activities for administrative purposes and residential contact sessions.

- (a) Adequate appropriate classroom accommodation in relation to its residential session requirements.
- (b) Office accommodation in relation to its on-campus staffing
- (c) Appropriate reprographics equipment of teacher training standard.

A.1.2. Distance Education Policy

Each institution shall provide and submit an internal policy on distance education that shall address all issues related to the management of distance education.

A.1.3. Trained Staff in Distance Education

The institution shall ensure availability of trained staff in distance education. This entails the institution providing documentary proof of staff qualification in distance education.

A.1.4. Affiliation to relevant Professional Association(s)

The staff and institution shall be required to affiliate to relevant professional associations to keep up with the latest developments in distance education.

A.1.5. Interactive instructional materials

The institution shall present interactive instructional materials in form of student study modules before commencement of the programme. These shall be either print or electronic format. The study modules shall also be available in braille to meet the need of visually disabled students.

A.1.6. Learner Support Services

Learner support is a system that responds to individual learners intended to lessen burden of studying. This takes the form of motivation, guidance to learn, assurance to their work. This would in turn reduce the rate of drop out and increase the proportion of successful course completion. Each institution shall provide appropriate Learner support services that shall include the following services:

(a) Academic support services.

Academic services shall be provided to enhance the development of subject knowledge and competences. The services shall include provision of information about how to get the learning materials, study groups, study and writing skills and techniques, comprehension of study materials, how to carry out different types of assessment such as assignment writing skills, when and how to send the assignments, preparing for exams, language needs general feedback, seasonal and academic activity dates.

(b) Administrative Support Services

Services that provide for registration and course requirement, fees and payment options, of information on how and when, to communicate, access and communication to course tutors, confidence building in learners arising from isolation; course progression, completion, certification and graduation.

(c) Subjects Skills Specialized and practical demonstration rooms

Training Institutions should provide well-equipped laboratories for student's practical lessons where each student shall have access to the equipment and facilities for practice. This is important for the acquisition of required skills and competencies.

(d) Library

The library should have adequate space to accommodate at least 25% of the students' population attending residential classes. The training institution should have a library with adequate prescribed and recommended books. The training institution should have a system for distance learning students to borrow books from the library for the specified period. The institution should ensure that all the hardcopy prescribed books are available to a ratio of one (1) copy per ten (10) students and one (1) copy per fifteen (15) students for recommended books per programme.

(e) Information Technology Facilities and Equipment**(i) Campus Computer Laboratory.**

ICT infrastructure that should include but not restricted to the following:

- (a) Computer laboratory equipped with a minimum of forty (40) functional computers that are connected to the internet;
- (b) A high-speed broadband internet with Wi-Fi connection shall be a must.
- (c) All computers should be equipped with appropriate softwares;
- (d) The Computer laboratory shall be provided with E-books, E-granary, and an LCD

(ii) Student portal.

The institution shall have a functional student web based portal that shall provide a platform for Interaction with students in terms of:

- (a) Online Registration
- (b) Exchange of course materials
- (c) Assignments submission and feedback
- (d) Exam Registration
- (e) Dissertation/written project Results
- (f) Viewing of results (CA, promotion & Final Results)
- (g) Lecturers Contact
- (h) Correspondence Forms
- (i) Lecturer Evaluation

(iii) Lecturers Portal

A secure lecturer portal to enable lecturers;

- (a) Upload notes and materials
- (b) Upload assignment
- (c) Receive submitted assignment
- (d) Upload results
- (e) Communicate and interact with students
- (f) Upload live video streaming of lectures.
- (g) Upload simulations to demonstrate practical skills

(iv) Security

- (a) All system secured with password
- (b) User-rights clearly defined

**The Teaching Profession Act
(No. 5 of 2013)**

Student Registration and Management Guidelines

1. INTRODUCTION

1.1. Background

The Government of the Republic of Zambia on 21st March, 2013 enacted the Teaching Profession Act, No. 5 of 2013 in order to establish the Teaching Council of Zambia and define its functions, provide for the regulation of teachers, their practice and professional conduct, and to provide for the accreditation and regulation of colleges of education.

The establishment of the Council was intended to improve professionalism and public confidence in the teaching profession. It was also intended to meet key aspirations of the nation in building a productive and high standard of education through a disciplined, dedicated, competent and dependable teaching profession.

1.2. Mandate, Vision and Mission

1.2.1 The vision of the Teaching Council of Zambia is to be 'a credible teaching council promoting professionalism in Zambia'.

1.2.2 The mission of the Council is 'to secure a disciplined, a competent and dedicated teaching profession providing quality education'.

1.2.3 The Council has the mandate to -

1.2.3.1 to accredit and regulate colleges of education; and

1.2.3.2 develop, maintain and improve appropriate standards of qualification in the teaching profession.

1.2.3.3 provide regulations relating to education and training of teachers as provided for in *Part IV, Section 37* of the Act)

1.3 Scope of the Guidelines

This document sets out guidelines for the registration of students and procedures for lodging and evaluation of applications. The document is intended to be used by the Council, colleges of education, teacher program providers, institutions and students.

1.4 Objectives of the Guidelines

The objectives of the guidelines are to provide for:

1.4.1. requirements for student registration;

1.4.2. procedure for the student registration process;

1.4.3. importance and validity period of the school teaching authority.

1.4.4. guidance of student teachers on the professional and ethical conduct during school teaching experience.

2. A STUDENT TEACHER

In the teaching profession, a student teacher is a person enrolled and pursuing a recognised teacher training program in an accredited college of education or any registered higher learning institution pursuing any of the following teacher training qualifications:

2.4. Early Childhood Teachers Diploma or Degree;

2.5. Primary Teachers Diploma or Degree;

2.6. Secondary Teachers Diploma or Degree;

2.7. Special Education Diploma or Degree;

2.8. Guidance and Counselling with Teaching Methodology, Diploma or Degree;

2.9. Any other teacher training program with education and related fields that require the student to have a school teaching experience (teaching practice) as a requirement for the training programme.

3. REGISTRATION OF STUDENT TEACHERS

The student teacher registration is a system of identifying student teachers enrolled on an approved teacher training programme with a view of tracking their progression as a prerequisite to teacher registration. The rationale of student teacher registration is to:

3.4. ensure that only genuine academically qualified applicants shall be authorised to train and practice as student teachers;

3.5. monitor their academic progression during training;

3.6. provide for the student teacher to practice during their school experience which is a mandatory requirement for all teacher training programmes; and

3.7. to provide information for post training verification.

4. APPLICATION REQUIREMENTS FOR ZAMBIANS AND NON-ZAMBIANS

4.1. Only persons enrolled from accredited institutions by the Teaching of Zambia or registered by the Higher Education Authority (HEA) and that meet the general requirements for entry into teacher training shall be registered as student teachers upon admission to any teacher training program.

4.2. The following shall be the academic entry requirements for teacher training:

4.2.2. Proof of minimum academic entry qualifications:

- 4.2.1.1. Five (5) credits or better, including the English Language, for the Early Childhood Education Diploma and Degree;
- 4.2.1.2. Five (5) credits or better including English, Mathematics and Science for Primary Teachers Diploma and Degree;
- 4.2.1.3. Five (5) credits or better for Special Education, Guidance and Counselling Diploma, Degree;
- 4.2.1.4. Five (5) credits with merits or better, in the teaching subject(s), including the English Language, for the Secondary Teachers Diploma and Degree with Education;
- 4.2.1.5. Zambian residence or study permit for non-Zambians.
- 4.2.3. Copy of National Registration Card (or valid passport and study permit for foreign students).
- 4.3. Applicants with special education needs and other impairments with documented evidence shall be given special considerations in 4.2.1.1 – 4.2.1.4 above after assessing their individual circumstances.
- 4.4. A registered in-service student with valid teacher registration certificates shall be registered separately and shall not be expected to pay the prescribed student registration fee.

5. APPLICATION PROCEDURE

- 5.1 An applicant intending to be registered as a student shall do so in the prescribed manner and form.
- 5.2 Submission of duly completed student TCZ Registration Application Form (refer to appendix (i) with the following attachments:
 - 5.2.1. verified and personally endorsed copy of the school certificate(s);
 - 5.2.2. certified copy of the National Registration Card or in the case of non-Zambian student, a certified copy of a valid passport;
 - 5.2.3. two standard coloured passport-size photos with applicant's name, NRC and phone numbers endorsed at the back;
 - 5.2.4. in case of non-Zambian students, a certified copy of resident or student permit; and
- 5.3 The applicant shall pay a prescribed fee through TCZ appointed banks and attach the original deposit slip and the digital bank receipt to the application form.
- 5.4 The applicant shall submit the application form with all the stated verified and certified attachments to the College Registrar or The Dean, School of Education.
 - 5.4.1. The Council shall not receive and accept submissions for student registration directly from individual student applicants.
- 5.5 The College Registrar or Dean, School of Education shall:
 - 5.5.1. Complete the recommendations section, sign and stamp each application form.
 - 5.5.2. Compile names of all the student applicants of the respective training cohort i.e. all first-year students indicating their names, NRC numbers and titles of training programmes.
 - 5.5.3. Submit the compilation of names together with all the application forms to the Council for processing in the first year of teacher training to allow the Council ample time to process the applications and issue the School Teaching Experience Authority documents before the school teaching experience of the respective cohort of students. The Council shall not process any student registration application forms submitted after the stated time.
 - 5.5.4. It shall be a breach of these guidelines for any institution to send students for school teaching experience before students are registered.
- 5.5 The Council shall issue Notice of the Grant of Student Registration Application and/ or School Teaching Experience Authority to a successful applicant.

6.0 SCHOOL TEACHING EXPERIENCE AUTHORITY

- 6.1. The Council shall issue School Teaching Experience Authority to all successful applicants through the college registrar or dean, school of education.
- 6.2. The Teaching Experience Authority shall be valid for the duration of the training programme of the respective student cohort.
- 6.3. The School Teaching Experience Authority shall be issued for the specific training programme and the duration shall become invalid in the event that:
 - 6.2.1 a student is expelled from the college of education or university for whatever reasons; or
 - 6.2.2. discontinues or drops out of the training programme for whatever reasons.
- 6.4. An expelled or dropout student shall re-apply for student registration upon re-admission to the institution and shall state the student's previous TCZ student number.
- 6.5. School administration shall not admit student teachers to their schools for school teaching experience without valid School Teaching Experience Authority.
- 6.3 The School Teaching Experience Authority shall strictly be used for school teaching experience purposes and NOT for any form of employment.

7. STUDENTS TRANSFER FROM ONE TRAINING INSTITUTION TO ANOTHER

- Despite the Council approving the students transfer from one training institution to another, due regard shall be made to the following:
- 7.2. a receiving training institution shall not admit a student without valid continuous assessment and results of completed courses for possible exemptions where applicable;

7.3. a student on transfer from one institution to another, shall not move from a lower cohort to a higher cohort within or another training program before completion of that respective cohort of study; such as transfer from first year to second year.

7.4. a student shall not be transferred from one programme to continue on another before satisfying the graduation requirement of the programme the student may be enrolled on; or

7.5. the Council shall be notified of the student transfer, stating reasons for the movements.

8. STUDENTS TRANSFER WITHIN A TRAINING INSTITUTION

Despite the Council approving the student's movement each institution shall establish a change of student study programme policy that will take into account the following:

7.5.2. reasons for change of programme;

7.5.3. satisfying programme requirements;

7.5.4. credit transfer and exemptions;

7.5.5. lecturer student ratio;

9. STUDENT KNOWLEDGE, VALUES AND SKILLS

9.1 During school teaching experience and practice, students shall demonstrate the following:

9.1.1 high level skills, knowledge, attitude and values;

9.1.2 understanding of subject content that shall be taught;

9.1.3 application of education foundation knowledge of Philosophy of Education, Educational Psychology, Sociology of Education and other related education foundation subjects;

9.1.4 interpretation, planning and documentation of course materials into schemes of work and lesson plans;

9.1.5. application of knowledge of different teaching and learning theories, methods, techniques and differentiated and inclusive learning strategies in teaching;

9.1.6. creativity, constructiveness, innovation, resourcefulness and improvisation in the choice, design and use of teaching and learning materials;

9.1.7. integration and use of information, communication technology in teaching and learning;

9.1.8. demonstration of competencies in measurement, assessment of learning and assessment for learning as well as evaluation of student learning;

9.1.9 demonstration of competencies in the use of inter-personal skills in class management, instructional leadership, guidance and counselling in class and during co-curricular activities;

9.1.10. exhibition of skills to identify and handle learners with disabilities;

9.1.11. skills in integrating and relating subject content and appropriate subject-based pedagogy.

10. POST APPLICATION APPROVAL

10.1 Guidance for Applicants

10.1.1 An applicant who is granted Notice of the Grant of Student Registration Application and/or The School Teaching Experience Authority shall adhere to the provisions of the Teaching Profession Act and the Teaching Profession (Code of Ethics) Regulations, 2018.

10.1.2 Maintenance of a Student Teaching Experience Authority is conditional on a person demonstrating professional integrity at all times.

10.1.3 The Council shall continuously monitor colleges and students on school teaching experience to ensure adherence to the provisions of school teaching experience.

11.0. *Guide for Teacher Education Institutions*

Institutions sending students for school teaching experience shall:

11.1. Ensure that all students sent on school teaching experience are registered by the Teaching Council of Zambia and have the School Teaching Experience Authority (STEA)

11.2. Ensure that students are vested with the provisions of the Code of Ethics for the Teaching Profession and the Teaching Profession Act as well as adhere to set standards during school teaching experience.

11.3. Ensure that students that breach the provisions of the Code of Ethics for the Teaching Profession are disciplined.

11.4. In the event that the *School Teaching Experience Authority* is revoked, the student shall be expected to surrender the STEA as well as the *Notice of the Grant of Student Registration Application* back to the Teaching Council of Zambia.

11. REVIEW OF THESE GUIDELINES

These guidelines shall be reviewed every three (3) years. However, review may be undertaken earlier should need arise.

H. AD—1

**SUB: REVISION OF ADVERTISING
CHARGES—GOVERNMENT PRINTING DEPARTMENT**

AS A RESULT of a recent review of costs pertaining to the Printing and Publishing Operations of the Government Printing Department and in view of rising costs of Printing materials, prices of official Gazette and Supplements were reviewed with effect from 1st January, 2017 as follows:

<i>Item</i>	<i>Current Price</i>	<i>New Price</i>
Payment Voucher per Pad	K75.00	K85.00
A4 Forms printed One Side	K135.00	K150.00
Letter Heads One Ream	K150.00	K165.00
Business Cards Round Corner	K175.00	K250.00
Backing Sheet	K215.00	K265.00
Deposit Slip (Accts form 25 Rev)	K200.00	K215.00
A4 forms printed both sides	K150.00	K165.00
A3 forms printed one side	K175.00	K215.00
A3 forms printed both sides	K250.00	K265.00
Newspaper Binding	K150.00	K200.00
Marriage Certificates Books	K165.00	K200.00
A4 books in triplicate, One Colour	K75.00	K85.00
A4 books in duplicate, One Colour	K50.00	K65.00
A4 books in quadruplet, One Colour	K85.00	K90.00
A4 books in quintuplet, One Colour	K90.00	K95.00
A5 books in duplicate, One Colour	K30.00	K40.00
A5 books in triplicate, One Colour	K50.00	K65.00
A5 books in quadruplet, One Colour	K60.00	K65.00
A2 forms printed both sides	K350.00	K375.00
A4 Manila forms printed one side	K1.50	K1.65
A4 Manila forms printed both sides	K1.65	K1.75
A5 Manila forms printed one side	K1.00	K1.00
A5 Manila forms printed both sides	K1.35	K1.25
A5 Complimentary Slips	K75.00	K120.00
A6 Complimentary Slips	K35.00	K80.00
A5 Admission of Guilty	K55.00	K65.00
Firearm License Copy	K20.00	K25.00
International Driving Permit	K30.00	K35.00
Field Cash Book	K85.00	K90.00
General Revenue Cash Book	K85.00	K90.00
General Receipts	K50.00	K65.00
Market Levy	K65.00	K75.00
Manufacturers License	K75.00	K85.00
Retail License	K75.00	K85.00
Wholesale License	K75.00	K85.00
Gazette Notice	K200.00	K250.00
Gazette Annual Subscription (Within Lusaka)	K250.00	K300.00
Gazette Annual Subscription (Outside Lusaka)	K300.00	K350.00
Form DL 6	K10.00	K10.00
Invitation Cards on Alabaster Cards Large	K20/Card	K25/Card
Invitation Cards on Alabaster Cards Medium	K15/Card	K20/Card
Invitation Cards on Alabaster Cards Small	K12/Card	K15/Card
Prices of S.Is and Acts are determined by the number of pages.		K2.00/Page
Occurrence Books	K165/Bk	K175/Bk
APPB	K170/Bk	K175/Bk
Impret Register	K65/Bk	K185/Bk
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T.B. Register	K165/Bk	175/Bk
Out-Patient Register	K165/Bk	175/Bk
In-Patient Register	K165/Bk	K175/Bk
Admission Register	K165/Bk	K175/Bk
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