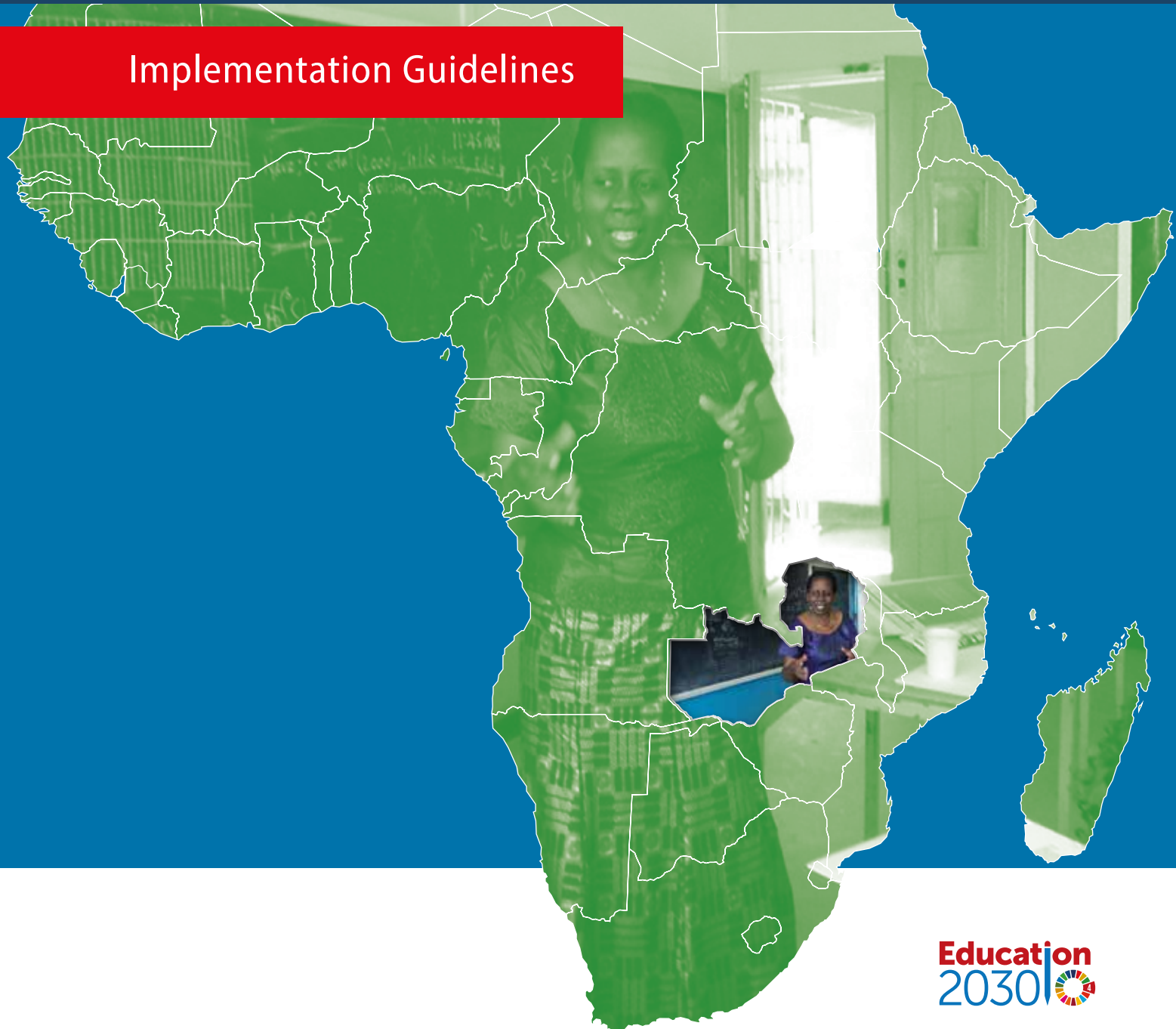




The Republic of Zambia  
The Ministry of General Education

Standards of Practice for the Teaching Profession in Zambia

Implementation Guidelines



**Standards of Practice for Teaching Practice  
for the Teaching Profession  
IMPLEMENTATION GUIDELINES**

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Education

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# Table of contents

Page	III	FOREWORD
	IV	ACKNOWLEDGEMENTS
	V	ACRONYMS
	VI	GLOSSARY
	10	SECTION 1 <b>INTRODUCTION</b>
	10	1.1 Brief background
	11	1.2 Objectives and purpose of the Implementation Guidelines
	11	1.3 Timeline for Implementation of Standards of Practice
	11	1.4 How the guidelines are organised
	12	SECTION 2 <b>ROLES AND RESPONSIBILITIES OF STAKEHOLDERS</b>
	16	SECTION 3 <b>IMPLEMENTATION STRATEGIES</b>
	16	3.1 Advocacy and dissemination
	16	3.2 Integrating the Standards of Practice into national policies, regulations and institutional mandates
	16	3.3 Capacity-development and training
	17	3.4 Financing and resource mobilisation
	17	3.5 Partnership and networks
	18	3.6 Constituting an advisory committee
	18	3.7 Research, development and innovation
	18	3.8 Monitoring and evaluation
	20	SECTION 4 <b>PUTTING THE STRATEGIES INTO PRACTICE</b>
	21	SECTION 5: <b>SAMPLE IMPLEMENTATION PLAN</b>



# Foreword



It is my pleasure to introduce these Implementation Guidelines for Standards of Practice for the Teaching Profession in Zambia. The Standards of Practice for the Teaching Profession will form the basis for performance appraisal, appointments and promotions, inspections and issuance of practicing certificates for the teaching professionals. These Guidelines define quality education in an integrated and holistic manner. They also provide practical ways in which teachers; teacher educators and educational leaders need to aspire for excellence in teaching in order to transform the education system.

Zambia needs a new vision of excellence in teaching that will embrace the promises and challenges of the 7th National Development Plan and Zambia Vision 2030. The Vision 2030 reflects on the collective understanding, aspirations and determination of the Zambian people to be a prosperous middle-income nation by 2030. The Standards of Practice for the Teaching Profession will further help Zambia to meet Goal 4 of the Sustainable Development Goals (SDGs).

SDG4 is oriented towards the achievement of educational quality within a lifelong learning framework. Specifically, target 4.7 of SDG 4 which requires all governments to:

*By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.*

These Implementation Guidelines will help the Ministry of General Education and other players in the education sector to effectively use the Standards of Practice for the Teaching Profession that subsequently strives to articulate the performance, knowledge, skills, competencies and dispositions that education professionals need to improve their practice.

It is my sincere hope that the Implementation Guidelines will enhance effective operationalisation of the Standards of Practice to improve the performance of teachers, the standing of teachers and contribute to the on-going professional development of teachers in Zambia.

Hon David Mabumba MP.  
Minister of General Education

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Lastly, I would like to extend my appreciation to everyone who participated in the process of developing these Implementation Guidelines.

Dr Jobbicks Kalumba  
Permanent Secretary  
Ministry of General Education

# Acronyms

<b>CAPED</b>	Capacity Development for Education
<b>CPD</b>	Continuing Professional Development
<b>HEA</b>	Higher Education Authority
<b>ISAZ</b>	Independent Schools Association of Zambia
<b>MoGE</b>	Ministry of General Education
<b>MOH</b>	Ministry of Higher Education
<b>M&amp;E</b>	Monitoring and Evaluation
<b>ROSA</b>	Regional Office for Southern Africa
<b>SDGs</b>	Sustainable Development Goals
<b>SPTP</b>	Standards of Practice for the Teaching Profession
<b>TCZ</b>	Teaching Council of Zambia
<b>TESS</b>	Directorate of Teacher Education and Specialised Services
<b>TEVETA</b>	Technical Education, Vocational and Entrepreneurship Training Authority
<b>TSC</b>	Teaching Service Commission
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organisation
<b>VVOB</b>	Education for Development
<b>ZAQA</b>	Zambia Qualifications Authority
<b>ZESSTA</b>	Zambia Education Sector Support Technical Assistance

# Glossary

## Area of Practice

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

## Competency

The combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success.

## Continuing Professional Development (CPD)

Activities and programmes developed and put in place for the on-going revitalization and development of teachers. These include on-going training opportunities and programmes that are meant to develop teachers' skills, knowledge, expertise and other teacher characteristics.

## Curriculum

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

## Descriptors

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

## Educational leaders

High aptitude individuals committed to cultivating holistic learning spaces. These leaders may comprise, provincial education officers, district education board secretaries, directors, college principals, vice principals, head teachers, deputy head teachers, heads of department and senior teachers who strive to create a conducive teaching and learning environment. In some parts of the document 'leaders in the education system' and 'leaders of educational institution' has been used.

## Initial teacher education

The first or basic level of professional development.

## Learner

Refers to person acquiring early childhood, primary, secondary and special education.

## Learning

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

## Performance management

A systematic process for monitoring, evaluating and provide feedback, accountability and documentation for teaching competence.

## Practice

The work of professional people such as doctors, lawyers, dentists and teachers.



## **Profession**

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

## **Professional Development**

Process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through observing others perform the job.

## **School**

Refers to an institution where formal education is offered such as pre-school centres, nursery schools, primary schools including those with nursery classes, special education and secondary schools.

## **Qualifications**

Quality, accomplishment or reaching standard necessary to function in a job.

## **Ratings**

An evaluation or assessment or measurement of what a profession becomes, in terms of quality of their work.

## **Stakeholder**

Individuals or organizations that have an interest in or play a part in the functions of the system or institution. The stakeholders in the education sector include government and non-governmental organisations, teacher unions, civil society organisations, the cooperating partners, the general public and all institutions involved in the provision and regulation of education.

## **Standards**

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

## **Teaching**

Is as an act of guiding and imparting knowledge, skills, attitude and values in and outside the classroom.

## **Teacher**

A person who facilitates the acquisition of knowledge, attitudes, competences, values, and skills to students enrolled in an educational programme.

## **Teacher educators**

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

# Section 1

## Introduction

### 1.1 Brief background

The Standards of Practice for the Teaching Profession (SPTP) in Zambia were developed by the Ministry of General Education (MoGE) and its partners. These included, among others: United Nations Education, Scientific and Cultural Organisation (UNESCO) Regional Office for Southern Africa (ROSA), with support from UNESCO's Capacity Development for Education program (CAPED); Teaching Council of Zambia (TCZ); Teaching Service Commission (TSC); Zambia Education Sector Support Technical Assistance (ZESSTA); Zambia National Education Coalition (ZANEC); Higher Education Authority (HEA); Zambia Qualification Authority (ZAQA); Technical Education, Vocational and Entrepreneurship Training Authority (TEVATA), Ministry of Higher Education, Independent Schools Association of Zambia (ISAZ); VVOB Zambia and teacher unions.

The Standards for the Teaching Profession (SPTP) specify the minimum level of practice or performance level of teachers in Zambia. The Standards were developed based on the assumption that personal and professional growth of the teacher are key, and that the teacher's motivation and career progression will be supported. They are presented as a separate document from these Implementation Guidelines.

The Standards of Practice for the Teaching profession are designed to improve the quality of education and to raise the status of the teaching profession. The SPTP reflects the professional consensus of what is desirable in the teacher, teacher educator and educational leader. The Standards allow for self-evaluation by the teaching professionals. They also advocate for research and practice to generate new knowledge. They further help to maintain a responsive profession that takes a diagnostic approach to the delivery of education. The underpinning principles of the Standards of Practice for the Teaching Profession include; inclusiveness, equity, commitment and a desire for excellence *inter alia*. The commitment

to provide every learner with the opportunities to develop the knowledge, skills, values and attitudes required to participate in and contribute to society underpins the definition of Standards.

The Standard of Practice for the Teaching Profession comprises of four major components; area of practice, standards, descriptors, levels of proficiency and ratings.

#### **i. Areas of Practice**

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

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

#### **ii. Standards**

Within each area of practice, there are several Standards expected of teachers, teacher educators and educational leaders.

#### **iii. Descriptors**

The Standards have descriptors which describe what each of the three categories of professionals is expected to provide as evidence of successful engagement across all six areas of practice and of appropriate knowledge and understanding across all aspects of Standards.

#### **iv. Levels of Proficiency and Ratings**

The Standards have three levels as described below:

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

- ii. 'Proficient' (P) after 2-3 years' (novice) experience and after the first renewal of the practicing certificate, i.e. the proficiency would be confirmed by the first renewal.
- iii. 'Distinguished' (D) a leading professional who mentors others.

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

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

In March, 2019, the national validation workshop recommended the need for the development of Implementation Guidelines for the Standards of Practice for the Teaching Profession. It was observed that unless Implementation Guidelines were put in place, stakeholders would face challenges to effectively implement the SPTP. These Implementation Guidelines, therefore, aim to assist teachers, teacher educators, educational leaders and other stakeholders in understanding and applying the Standards of Practice for the Teaching Profession in their work context. The guidelines also set expectations for results and progress reporting on the implementation of the SPTP.

## 1.2 Objectives and purpose of the Implementation Guidelines

This document is a self-assessment tool for the MoGE and other stakeholders to determine the implementation of the Standards of Practice for the Teaching Profession in their institution and departments. The Implementation Guidelines suggest practical examples, activities, indicators and outcomes to assist stakeholders effectively implement the SPTP. This document describes eight implementation strategies that stakeholders can draw on.

These are only suggestions as stakeholders may have their own ideas and activities, based on their institutional contexts. Further, stakeholders are expected to develop their own tools to implement particular aspects of the Standards of Practice for the Teaching Profession document.

## 1.3 Timeline for Implementation of Standards of Practice

These Implementation Guidelines are effective from the day the Standards of Practice for Teaching Profession document is launched. The guidelines will periodically be updated based on feedback from the end users. A five-year cycle is recommended. The stakeholders are expected to apply the Standards of Practice for Teaching Profession as they develop or revise their strategies, design/ implement new projects and activities, plan and report on their education portfolios. It is envisioned that the MoGE and other stakeholders will include the results and progress on the implementation of Standards of Practice for Teaching Profession in their annual work plans, budgets and reports.

## 1.4 How the guidelines are organised

This document is divided into five sections. Section 1 introduces the Implementation Guidelines by providing a brief background, the objectives and purpose. Section 2 outlines the stakeholders in the education sector. Each stakeholder bears the responsibility of expanding its roles and responsibilities in the implementation process of the SPTP. Section 3 provides eight suggested implementation strategies. Again, the stakeholders are encouraged to come up with other implementation strategies. Section 4 outlines ideas on how the implementation strategies can be put into practice. Section 5 shares a sample implementation plan that can be used by stakeholders. This is provided as example only.

## Section 2

# Roles and Responsibilities of Stakeholders

Implementation of Standards of Practice for the Teaching Profession (SPTP) will require coordination and collaboration among stakeholders involved in the provision and regulation of education in Zambia. This section suggests roles and responsibilities that various stakeholders can play, including individual institutions, governmental regulatory bodies, education providers, education networks and alliances. Each stakeholder will need to play a part in ensuring that SPTP improves the quality of education and raises the standards of the teaching profession.

It is expected that the different actors will collaborate and harmonise on:

- Developing, pilot-testing and standardizing assessment instruments for internal and external appraisals.
- Training internal and external assessors. Internal assessors are headteachers, deputy headteachers, senior teachers and heads of department who will function in the school

as part of the performance management process. External assessors will function as agents of the Ministry of General Education, Teaching Council of Zambia and Teaching Service Commission in the appraisal process for re-licensing and promotion.

- A robust MoGE teacher appraisal system complemented by a school-based performance management system.

It must be noted that some stakeholders will have common roles and responsibilities such as, the establishment of a cadre of experts who will help with the dissemination and implementation of the SPTP, production of information and communication materials, identification and mobilisation of resources, institutionalisation of the SPTP in the education sector, and promotion of cross sectorial cooperation.

Table 2.1 presents an indicative – not exhaustive – list of stakeholders for the implementation of the Standards of Practice for the Teaching Profession.

Table 2.1: **An indicative list of Roles and Responsibilities of Stakeholders**

Stakeholder	Roles and responsibilities
Ministry of General Education	<ul style="list-style-type: none"> <li>• Monitoring the implementation of Standards of Practice for the Teaching Profession</li> <li>• Dissemination of Standards of Practice for the Teaching Profession to all stakeholders</li> <li>• Training internal and external assessors in performance management</li> <li>• Capacity development of educational leaders in institutional management skills</li> <li>• Policy harmonization</li> <li>• Constituting an advisory committee to over - see the implementation process</li> <li>• Identifying partners to collaborate with and support the implementation process</li> <li>• Developing appraisal and monitoring tools</li> <li>• Developing and producing teacher, teacher educators and educational leader’s performance portfolios to show the achievement of standard indicators</li> <li>• Incorporating the standards into teacher education training</li> </ul>
Teaching Council of Zambia	<ul style="list-style-type: none"> <li>• Issuance of practicing certificates on the basis of standards of practice</li> <li>• Monitoring the implementation of standards of practice</li> <li>• Awarding of credit points in relation to CPD</li> <li>• Monitoring the compliance of Standards of Practice for the Teaching Profession</li> </ul>
Teaching Service Commission	<ul style="list-style-type: none"> <li>• Using the standards of practice as basis for appointments, confirmations, promotions, separations and dismissals.</li> <li>• Monitoring the implementation of Standards of Practice for the Teaching Profession</li> </ul>
Ministry of Higher Education <ul style="list-style-type: none"> <li>• Higher Education Authority</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring the implementation of Standards of Practice for the Teaching Profession teacher education institutions</li> </ul>
Ministry of Higher Education <ul style="list-style-type: none"> <li>• Zambia Qualification Authority</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring the implementation of Standards of Practice for the Teaching Profession</li> <li>• Promoting and monitoring research and innovation in higher institutions of learning.</li> </ul>
Teacher Unions	<ul style="list-style-type: none"> <li>• Monitoring the compliance of Standards of Practice for the Teaching Profession</li> <li>• Conducting advocacy</li> <li>• Capacity enhancement</li> <li>• Using the standard as a tool to negotiate for conditions of service</li> </ul>

Stakeholder	Roles and responsibilities
Civil Society Organisations	<ul style="list-style-type: none"> <li>Monitoring the implementation of Standards of Practice for the Teaching Profession</li> <li>Conducting advocacy</li> <li>Capacity enhancement</li> <li>Resource mobilization</li> </ul>
Faith Based Organisations	<ul style="list-style-type: none"> <li>Supporting the implementation of Standards of Practice for the Teaching Profession</li> <li>Conducting advocacy</li> <li>Capacity enhancement</li> </ul>
Cooperating Partners	<ul style="list-style-type: none"> <li>Resource mobilisation</li> <li>Capacity enhancement</li> <li>Supporting research</li> <li>Enhancing financial and technical support</li> </ul>
Civil Society	<ul style="list-style-type: none"> <li>Monitoring the implementation of Standards of Practice for the Teaching Profession</li> <li>Conducting advocacy</li> <li>Capacity enhancement</li> <li>Resource mobilization.</li> </ul>
Provincial Education Office	<ul style="list-style-type: none"> <li>Planning and implementing of Standards of Practice for Teaching Profession programmes and activities for the province.</li> <li>Coordinating all the SPTP in district boards in the province in order to attain effective management and delivery of quality education.</li> <li>Monitoring and evaluating regularly, performance of SPTP programmes and activities in the province.</li> </ul>
DEBS	<ul style="list-style-type: none"> <li>Planning and implementing of SPTP programmes and activities in the district.</li> <li>Coordinating SPTP activities in all the learning institutions in the district.</li> <li>Monitoring and evaluating regularly, SPTP programmes and activities in the district education board.</li> </ul>
Zonal Headteacher	<ul style="list-style-type: none"> <li>Managing and coordinating continuing professional development activities in the zone</li> <li>Monitoring and evaluating regularly the delivery of CPD at zonal level</li> <li>Network with professionals and other stakeholders to ensure the CPD activities embrace SPTP.</li> </ul>

Stakeholder	Roles and responsibilities
School headteacher	<ul style="list-style-type: none"> <li>• Managing and coordinating SPTP activities of the school.</li> <li>• Managing staff and utilising of other resources at the school in order to facilitate the implementation of the SPTP set objectives.</li> <li>• Monitoring and evaluating regularly the delivery of academic programmes in order to ensure integration of Standards of Practice for the Teaching Profession.</li> </ul>
Deputy Headteachers	<ul style="list-style-type: none"> <li>• Supervising and linking all school activities of professionalism.</li> <li>• Supervising the implementation of all the planned academic school programmes in order to enhance delivery of quality education.</li> <li>• Keeping up to date records in order to ensure availability of related information and documents on SPTP for planning and reference purposes.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Planning appropriately teaching and learning activities to ensure smooth delivery of knowledge, skills and attitudes.</li> <li>• Teaching effectively in order for pupils to acquire relevant knowledge, skills and attitudes.</li> <li>• Assessing regularly the performance of pupils in order to determine and supply appropriate interventions.</li> <li>• Supervising and controlling class activities in order to create order and a conducive learning atmosphere.</li> </ul>

## Section 3

# Implementation Strategies

The implementation of the Standards of Practice for the Teaching Profession will need multi prong strategies. This section suggests eight strategies that could be applied by stakeholders in their institutions. These are:

- Advocacy and dissemination
- Integrating the SPTP into national policies
- Capacity-development and training
- Financing and resource mobilisation
- Partnership and networks
- Constituting an advisory committee
- Research, development and innovation;
- Monitoring and evaluation

### 3.1 Advocacy and dissemination

Advocacy and dissemination of information on the Standards of Practice for the Teaching Profession (SPTP) will take place at all levels and involve all stakeholders. The MoGE and stakeholders at all levels should maintain a permanent and ongoing dialogue in which issues are discussed and common agendas are forged through vigorous debate and mutual learning. Dialogue will be maintained through the advisory committee soon to be established.

Advocacy (at all levels) must primarily focus on explaining the meanings of teaching as a profession and professionalism, and the contributions of a professional teaching staff to the country's sustainable development goals. This will ensure buy-in from key stakeholder groups and the general public.

Advocacy will help to develop a nationwide momentum on the importance of the Standards of Practice for the Teaching Profession. The MoGE and stakeholders have an obligation to initiate consultative processes and establish fora for debate. Buy in and ownership will depend on the level of consultation and participation in advocacy and dissemination activities.

### 3.2 Integrating the Standards of Practice into national policies, regulations and institutional mandates

The SPTP should be integrated in existing policies and regulations. While the initial implementation of the Standards can be done through existing policies and regulations, a need might arise to develop and institute a relevant statutory instrument (SI). This is absolutely necessary for sustainability of the Standards of Practice for the Teaching Profession in the education sector. Through the SI, the SPTP will become a policy document and will be harmonised within the law.

### 3.3 Capacity-development and training

In order to strengthen the implementation of the Standards of Practice for the Teaching Profession in Zambia, it is essential that the stakeholders acquire and constantly improve their capacity and skills. The capacity building and training programme to be developed by MoGE and other stakeholders should focus on skills that are practical in nature. The programmes should target the teacher educators and educational leaders along with pre-service and in-service teachers. Through the capacity building and training programme, pre-service and in-service teachers will learn to apply the Standards issues into their respective curriculum and to use pedagogical techniques associated with quality Standards of Practice for the Teaching Profession.

Stakeholders should develop a comprehensive capacity building and training programme that targets performance assessment, teacher appraisal, and general teacher education literacy. The programme should also focus on developing an understanding of the new vision for the teaching profession and the necessity for quality assurance mechanisms. This will help the teaching professionals understand and



appreciate the benefits to be derived from a standards-driven education system.

Capacity building and training should be done at national, provincial, district, zonal and school levels through various teacher professional development fora. The following may include the key content of the capacity building and training programme:

- **Communication and awareness-raising:** these skills will shape the basis for networking and establishing partnerships. Effective communication will serve to share agendas among stakeholders in a manner which identifies shared elements and gives potential partners the confidence to build active cooperation. Awareness-raising among stakeholders and with the wider public must be of the highest professional standards;
- **Planning management and evaluation:** the implementation of Standards of Practice for the Teaching Profession requires high levels of planning, management and evaluation of skills to ensure clarity of purpose, focused partnerships and assessment of effective progress;
- **Continuing Professional Development of teachers, teacher educators and educational leaders:** the level of knowledge and enthusiasm of the three categories of professionals will be a key factor in enabling learning in the education system. The attitudes which the teacher, teacher educator and educational leader develop must reflect the values of professionalism and the highest standards of pedagogical practice;
- **Instructional content and materials:** awareness-raising, public campaigns and classroom instruction require suitable and relevant materials. These materials can be in print, electronic and audio/visual forms. Schools and partners must develop materials which stimulate enthusiasm about the Standards of Practice for the Teaching Profession.
- **Instructional methodologies:** methodologies of instruction and facilitation must reflect a common concern and commitment to the quality of education and Standards of Practice for the Teaching Profession.

### 3.4 Financing and resource mobilisation

Implementing the Standards of Practice for the Teaching Profession will require leadership, planning and resources – both human and financial. Stakeholders will need to source for funds to support the implementation of the SPTP within their institutional mandates. They will need to relocate existing resources and/or find ways to create new resources. This asks that all stakeholders create budgets that express resources dedicated/made available towards the implementation process.

Particular attention must be paid to forging Public Private Partnerships (PPP) to help mobilize resources. In an increasingly competitive global environment, governments around the world are focusing on new ways to finance projects, build infrastructure and deliver services. Public-private partnerships (PPP) are becoming a common tool to bring together the strengths of both sectors. In addition to maximizing efficiencies and innovations of private enterprise, PPP's can provide much needed capital to finance the implementation of the Standards of Practice for the Teaching Profession.

### 3.5 Partnership and networks

Standards of Practice for the Teaching Profession (SPTP) is fundamentally cross-sectoral and engages a wide range of institutions/organisations involved in the provision and regulation of education in Zambia. Thus, the effectiveness of the SPTP implementation will depend on the strength and inclusiveness of the partnerships, networks, and alliances that develop among stakeholders at all levels. From the outset, SPTP partners must seek to make connections with initiatives, programmes, corporations, groups, and networks to promote, plan, and implement Standards of Practice for the Teaching Profession in Zambia.

Civil society networks with their grass-roots connections can enable SPTP messages to reach local levels and to form formal mechanisms. The implementation of the SPTP will be more successful if partners build on existing networks and projects, thus promoting synergies and cooperation. A key aspect of partnerships and networking will be the regular and systematic exchange of experience and information with regard to Standards of Practice for the Teaching Profession. This should be an essential feature

for the coordination of the implementation of the SPTP particularly at national, provincial and district levels. Knowing what partners are doing is a significant source of learning and innovation, and frequently an encouragement and motivational force to persevere in the long term.

### 3.6 Constituting an advisory committee

There will be need to constitute an advisory committee which will provide oversight and coordination of the implementation of the SPTP. The Teaching Council of Zambia (TCZ) is well placed to host the advisory committee. TCZ will work in close collaboration with the standards committee of the Teaching Service Commission and the standards directorate of the MoGE. The advisory committee will:

- be formed by representatives of the key stakeholders.
- provide oversight and coordination of the implementation of the Standards of Practice for the Teaching Profession.
- mobilise financial and human resources to support the operationalisation of these implementation guidelines.

Key elements of the advisory committee will need to be defined in conjunction with partners. Table 3.1 shows an example of possible elements of the advisory committee.

### 3.7 Research, development and innovation

The implementation of the Standards of Practice for the Teaching Profession efforts needs to be informed by research, development and innovation. Many research and development agendas will be necessary to address the needs of teaching professionals and the education sector in general. Research and development efforts will help to:

- gather baseline information and create longitudinal studies that evaluate the effect of implementation activities and programmes;
- gather data to share with MoGE officials, stakeholders, business people and other government officials to show that SPTP programmes are effective and worthy of funding;

- document successes, for replication, failures, to identify areas for intervention;
- use data rather than assertions to help construct arguments for SPTP;
- identify appropriate pedagogy to improve the quality of education;
- advance the conceptual and theoretical development of SPTP;
- increase research on quality teaching and learning approaches to make learning more transformative in nature;
- develop a research, development and innovation plan; and
- provide opportunities for research publication.

### 3.8 Monitoring and evaluation

Monitoring and evaluation (M&E) will become key in ascertaining the changes and impact of Standards of Practice for the Teaching Profession. A key aspect of monitoring and evaluation will be the identification of suitable and relevant indicators at every level – school, district, provincial and national. Each stakeholder in the implementation of the SPTP is expected to set up its own objectives, outcomes and indicators within the SPTP framework. Both qualitative and quantitative evaluation methods will be necessary to track the implementation of the Standards of Practice for the Teaching Professional. Monitoring and evaluation must collect adequate and accurate information as it will be used to evaluate the efficacy of the SPTP against the cost of the program.

As part of the implementation process, each stakeholder institution should develop its own Monitoring and Evaluation Plan at the beginning, when the interventions are being designed. This will ensure there is a system in place to monitor the implementation process and evaluate success. The plan will help participating institutions to decide how they are going to; collect data, track indicators, monitor progress, analyse data and disseminate results. A good M&E plan will ensure efficient use of data to make the implementation of the SPTP as effective as possible.

Table 3.1: **Possible elements of Advisory Committee**

Advisory committee elements	Examples
Leadership	<ul style="list-style-type: none"> <li>• Chair or Co-Chairs elected by the committee members or appointed by government.</li> <li>• Transparent decision-making processes.</li> <li>• Articulate leader with experience in education.</li> </ul>
Governance structures	<ul style="list-style-type: none"> <li>• Terms of references that are open to all stakeholders.</li> <li>• Democratic processes of governance.</li> <li>• Representation of the breadth of the education sector and its key partners.</li> </ul>
Administrative support	<ul style="list-style-type: none"> <li>• Office and equipment to support the staff.</li> <li>• Responsive to public needs.</li> <li>• Adequate staffing.</li> </ul>
Human resources	<ul style="list-style-type: none"> <li>• Balanced representation of all education stakeholders.</li> <li>• Capable of influencing leaders, media, private sector, etc.</li> <li>• Sufficient staff to coordinate volunteers</li> </ul>
Financial resources	<ul style="list-style-type: none"> <li>• For day to day running of the advisory committee.</li> <li>• For travel to engage partners and present a case for SPTP.</li> <li>• To monitor progress and publish reports.</li> </ul>
Material resources	<ul style="list-style-type: none"> <li>• Access to Internet, SPTP publications, etc.</li> <li>• Information on national and local sustainability issues.</li> <li>• Office equipped to accept paid staff and volunteers.</li> </ul>
Operating procedures	<ul style="list-style-type: none"> <li>• Clear mandate regarding the scope of the work.</li> <li>• Clear understanding of roles, rights and responsibilities.</li> <li>• Clear process of resolving partner disagreements</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>• Ensuring delivery of funded projects.</li> <li>• Solid fiscal accounting practices to partners and stakeholders.</li> </ul>
Evaluation, tracking and reporting	<ul style="list-style-type: none"> <li>• System for recording SPTP activities.</li> <li>• Monitoring and evaluating the impact of SPTP activities.</li> <li>• Liaison with national monitoring units.</li> </ul>
Vision-building	<ul style="list-style-type: none"> <li>• Input from a wide range of civil society.</li> <li>• Access to accurate sustainability issue research and information.</li> </ul>
Engagement and retention	<ul style="list-style-type: none"> <li>• Actively seek members from the education sector and its key stakeholders</li> <li>• Celebrate and thank members for successes.</li> <li>• Manage volunteers by assigning realistic workloads.</li> </ul>

## Section 4

# Putting the Strategies into Practice

Table 4.1 provides insights on how to incorporate the eight strategies described in section 3 into an implementation plan for Standards of Practice for the Teaching Profession.

**Table 4.1: Incorporating the eight strategies**

Strategy	Examples
Advocacy and dissemination	<ul style="list-style-type: none"> <li>• Integrate SPTP in government policies and development plans.</li> <li>• Establish a need for Standards of Practice by promoting the benefits of SPTP</li> <li>• Use electronic and print media to disseminate SPTP</li> <li>• Conduct public campaign</li> </ul>
Integrating Standards of Practice into national policies and institutions mandates	<ul style="list-style-type: none"> <li>• Develop appropriate Statutory Instrument to enforce compliance and implementation</li> <li>• Review and harmonize the SPTP with the existing policies.</li> <li>• Embed SPTP in the MOGE strategic and annual work plans.</li> <li>• Develop or review mandate in relationship to the Standards of Practice of the SPTP.</li> </ul>
Capacity Development and Training	<ul style="list-style-type: none"> <li>• Conduct sensitization meetings at all levels of education structure</li> <li>• Include SPTP in teacher education training programmes</li> <li>• Incorporate SPTP in school based CPD programmes</li> </ul>
Partnership and Networks	<ul style="list-style-type: none"> <li>• Actively seek a wide range of stakeholders.</li> <li>• Identify existing advocates and work in unison.</li> <li>• Identify partners and networks in the education sector.</li> <li>• Mobilize resource</li> </ul>
Research, Development and Innovation	<ul style="list-style-type: none"> <li>• Develop Standards of Practice materials to fill curricular gaps and develop associated assessment instruments.</li> <li>• Create research and development agendas for Standards of Practice implementation.</li> <li>• Disseminate research, development and innovative practices to practitioners.</li> <li>• Document successes and failures either to replicate address gaps, respectively</li> </ul>
Constituting an advisory committee	<ul style="list-style-type: none"> <li>• Identify potential members</li> <li>• Develop terms of reference for the committee</li> <li>• Draw a work plan for the committee</li> </ul>
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• Develop indicators to assess the impact of the SPTP</li> <li>• Gather baseline data and set up longitudinal studies.</li> <li>• Use data from Education Statistics Bulletins and other initiatives to track progress.</li> </ul>
Finance and Resource mobilisation	<ul style="list-style-type: none"> <li>• Hold fundraising activities</li> <li>• Lobby for financial support from partners and stakeholders</li> <li>• Forge PPPs</li> </ul>

# Section 5

## Sample Implementation Plan

Strategy 1: Advocacy and dissemination					
Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Agency Responsible	Comments
Define each action step in its own row. Define as many action steps as necessary by adding rows to the table.	An expected completion date (month and year) must be defined for each action step.	An expected outcome must be defined for each action step.	An evaluative measure must be defined for each action step.	A responsible person must be identified for each action step.	Comments are optional.
Strategy 2: Integrating Standards of Practice into national policies					
Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Agency Responsible	Comments
Strategy 3: Orienting teaching professionals on the Standards of Practice					
Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Agency Responsible	Comments

#### Strategy 4: Partnership and networks

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Agency Responsible	Comments
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#### Strategy 5: Constituting an advisory committee

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Agency Responsible	Comments
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#### Strategy 6: Research and innovation

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Agency Responsible	Comments
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#### Strategy 7: Monitoring and evaluation

Key Action Steps	Timeline	Expected Outcome	Data Source and Evaluation Methodology	Agency Responsible	Comments
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The Republic of Zambia  
The Ministry of General Education

