Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia

The Framework

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Ministry of Education

Federal Democratic Republic of Ethiopia

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Acronyms

ABE	Alternative Basic Education
ADRC	Academic Development Resource Centre
AIDS	Acquired Immune Deficiency Syndrome
APDE	Analyse, Plan, Do, Evaluate
CV	Curriculum Vitae
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CTE	College of Teacher Education
EC	Ethiopian Calendar
EMIS	Educational Management Information System
ETP	Education and Training Policy
HIV	Human Immunodeficiency Virus
IFESH	International Foundation for Education and Self Help
MoE	Ministry of Education
NGO	Non Governmental Organisation
REB	Regional Educational Bureau
SIP	School Improvement Programme
TDP	Teacher Development Programme
TEI	Teacher Education Institution
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WEO	Woreda Education Office
ZEO	Zone Education Office

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1   Introduction

1.1   Background

1.1.1   Teacher CPD Development, 2005 – 2008

The Education and Training Policy (ETP) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving, and student centred teaching methods. Research surveys showed that with the expansion of education and large class sizes, teachers still relied largely on teacher centred methods with limited opportunities for CPD. The policy clearly indicated that emphasis should be given to upgrading and updating both in pre-service and in-service teachers. It was recognised that teachers were the key to school improvement and therefore a programme of In Service CPD was developed in 2005. A CPD Guideline was produced outlining the new strategies and courses developed for the induction of newly deployed teachers and for CPD priority programmes.

The newly deployed teachers were expected to work through a two year induction programme, produced at national level and supported by mentors. These mentors were selected from experienced members of staff in the school.

All other teachers were expected to carry out the CPD programme produced at national level. This programme consists of three course books which teachers worked through in small groups within a school or cluster of schools. Each course consisted of 3 units covering aspects of teaching and learning and school ethos. The groups were designed to be led by facilitators, usually selected from experienced members of the school staff. The expectation was that these groups would meet at least once every two weeks.

It was expected that REBs and woredas would also produce CPD training manuals to supplement the courses produced at national level.

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1.1.2   TDP1 CPD Impact study, 2008

At the end of three years of CPD development a TDP 1 Impact Study was carried out by Haramaya University.

Their major findings were as follows.

1. The study generally revealed that in nearly four out of five schools the structure of CPD is either absent or inadequate.

2. Nearly all (29 of 31) CRCs sampled were not adequately prepared to run well organised, inspiring and transforming CPD activities.

3. In schools where CPD has begun teachers are however, able to demonstrate a reasonable mastery of the contents (of the CPD courses) they covered before and up to the time of the study.

There were six major challenges identified

1. Failure to synchronize the career structure and the CPD values and activities
2. CPD facilitators' high turn over
3. Time constraints on teachers as well as their school leaders
5. CPD program's lagging behind its time and the tendency of rushing to cover the course
6. Total absence or inadequacy of the minimum resources required to run CPD
7. Lack of systematic collaboration and coordination between Education Bureaus, TEIs and NGOs

'Unless we find solutions to the above challenges, the vision to produce professionally well informed and motivated teachers capable of transforming the quality of educational delivery will not be fulfilled'

Their recommendations were as follows.

1. The MoE, together with the regional, zonal and woreda education offices should develop a clear, transparent and self controlling CPD structure which clearly stipulates terms of references for responsibilities for how CPD should be run, evaluated and improved.

2. The goals and objectives of the CPD programme should be clearly defined and delineated so that stakeholders build shared visions and understanding among themselves and there is no room for ambiguities, uncertainties or excuses for not implementing it.

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3. CPD structure and outcomes should be regularly monitored and evaluated. The existing collaboration between TEIs and schools through practicum could be used to develop monitoring and assessment systems for CPD.

4. A Guideline must be produced to synchronise CPD with the career structure.

5. Raising awareness of CPD at schools and teacher level is important.

'CPD should be driven by a coherent long-term plan to improve teacher effectiveness and student learning. In other words CPD should be structured, monitored and renewed systematically. If CPD is organized this way, schools start functioning as an effective learning community, supporting a climate of productive professional practice for teachers and ultimately facilitating an environment conducive to student learning. Only adequacy in the overall structure of CPD and improvement in its management at the level of schools bolster the potential of CPD to effect in individual teachers' intellectual and leadership capacity and enable schools to build the system for embedded professional learning.'

As a result of this impact study the Ministry of Education commissioned a Situational Analysis which included a Teacher Needs Analysis. The recommendations from the and Situational Analysis and the TDP 1 Impact Study were used as a basis for developing a new framework for CPD.

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1.2   Rationale

The content of this document is based on recommendations from international and national research stated in the Situational Analysis 'Towards a New Framework for Teacher CPD in Ethiopia'. The international research was taken from five different countries and a wide range of publications. The national research was in the form of a Needs Analysis conducted by the Ministry of Education.

1.2.1   International Research

Over the last twenty years there has been a considerable amount of research, both qualitative and quantitative, into the nature, effectiveness and impact of Teacher Continuous Professional Development.

This research looked at experiences in both developed and developing countries, and identified the following continuum of teacher learning.

1. A teacher's first experience is the '*apprenticeship of observation*'. This means that they are deeply affected by the ways in which they were taught at school, and these attitudes are deeply ingrained.
2. Teachers then take part in pre-service training.
3. In their first year(s) of teaching they take part in an Induction Programme.
4. **Teachers then participate in Continuous Professional Development until the end of their career.**

The research has shown that a very strong consensus has emerged around a number of key themes and principles as follows.

Legislation on CPD
Currently in most countries of the world, teacher CPD is not mandatory. However this voluntary nature is increasingly changing. Governments in both developed and developing countries are introducing legislation concerning CPD and linking it to career structure and appraisal. The legislation also covers terms and conditions of service such as minimum teaching time and minimum CPD time.

Ineffectiveness of workshop/seminar methodology in CPD
Research shows that the workshop method can only be effective if it is used as a part of a planned series of activities or workshops linked together through specific tasks or activities.   Used on its own it rarely leads to long term changes in teaching, or to a lasting impact in the classroom. A single workshop is 'an ineffective, inefficient and costly investment of human and fiscal resources' (Schwille, Leu, et al 2005).

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> **Ineffectiveness of the cascade model of CPD**
> This well-used approach in both developed and developing countries begins at the top with the ideal of what is to be learnt.   This ideal is introduced to a select group of trainers and they then transmit the ideal to the next level, and so on. This method relies on the information being passed on with the same level of understanding. However, at each level the ideals get diluted, so that by the time they reach the end user (the teacher), very little of the original information is transmitted. This in turn means that teachers are unlikely to use this information to change their teaching or the students' learning.

Both workshops and the cascade method are symptomatic of a 'top down' approach and, in both developed and developing countries, questions are raised about what happens to the skills learnt by the teacher at the workshop or training. Because there is often a lack of infrastructure, and/or a sufficient system of support, teachers usually return to their school and classroom with little opportunity for feedback, little or no resource material and a lack of structure for introducing change.

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According to research, the most effective School CPD has the following characteristics.

- A broad definition that aims at improving the teacher's performance in the classroom. It covers a wide range of activities, both formal and informal. It is integrated into the work of the teacher, not an 'add on'. It is based on real situations, ongoing over time with assistance and support as required.
- It is based on classroom practice. CPD needs to be conducted in school settings and linked to school wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together. The importance of teachers talking together about their practice cannot be exaggerated. These processes need to be frequent and regular within the school.

- It deals with subject content and teaching strategies. Teachers can only improve their classroom practice if they work on their understanding of the subject allied with a variety of teaching strategies that enable students to learn better.

- It has clear procedures for identifying and aligning training needs. CPD in all countries attempts to meet needs at a number of levels: that of the individual teacher, that of the school, and that of the nation. Institutions must have a clear structure for identifying priorities and CPD. It is important to have an annual CPD plan to meet the needs and priorities and the range of activities required. National priorities need to be shared with all teachers and integrated into the work of the institutions with their own priorities.

- It identifies and makes use of excellent classroom practitioners. The use of 'expert teachers' to work with colleagues within their own school and with other schools has been very successful in both developed and developing countries. It is most effective when the 'expert teacher' remains within the institution.

- It recognises the importance of informal systems within institutions and the locally available resources.

- CPD activities model the processes which are being learned. Because CPD, particularly in developing countries, is often concerned with introducing new behaviour and attitudes often radically different from previous experience, then CPD activities must clearly reflect this. Teachers learn more effectively through active learning and learning by doing than through lectures and direction. Thus active learning, participation and involvement must be part of the CPD process if these are the intended principles.

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- There is clear local educational leadership. The role of the institution's leadership is crucial. Institution leaders have to recognise themselves as educational leaders and must be involved in the identification of the institutional CPD needs and the planning of activities. Leaders must also be involved in the CPD activities, and conduct formal professional discussions with staff.

The most effective forms of professional development seem to be those that focus on clearly articulated priorities, providing on-going school based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom management techniques and create opportunities for teachers to observe, experience and try out new teaching methods (OECD, 2005:128)

Characteristics of effective professional development include:
- programmes conducted in school settings and linked to school wide efforts
- teachers participating as helpers to each other and as planners, with administrators, of in-service activities
- emphasis on self-instruction and with differentiated training opportunities
- teachers in active roles, choosing goals and activities for themselves
- emphasis on demonstration, supervised trials and feedback
- training that is concrete and on-going over time
- ongoing assistance and support available upon request

(Sparks and Loucks-Horsley, 1990)

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1.2.2   National Research

Recommendations from the Ministry of Education Needs Analysis Research Project

Needs Analysis research carried out by the MoE with teachers and REB officials in all regions of Ethiopia resulted in the following recommendations for CPD. These recommendations are at the heart of this new framework.

- There should be a shared and common understanding of what is meant by teacher CPD.

- There should be national, regional, zonal and woreda awareness training on the nature and purpose of CPD.

- Teachers should have ownership of their CPD. They should be involved in identifying their own needs and the needs of their school, and in planning appropriate training.

- CPD should continue to concentrate on teaching methodology and understanding and responding to the learning needs of all students.

- CPD should also deal with the subject-specific needs of teachers and their desire to improve their competencies in the use of English.

- There must be adequate supplies of national manuals and CPD resources.

- The language of the materials must be appropriate for the teachers. This should involve translation into local languages and the simplification of language.

- Training for the CPD facilitators and mentors is essential.

- There must be clear guidelines on the purpose, content and format of portfolios.

- There should be greater variety in the way that CPD is delivered with a concentration on sharing experiences with colleagues.

- There should be specific Leadership and Management training for supervisors and directors, especially on the nature and purpose of CPD.

"…… if teachers are to become reflective practitioners and users of active learning methods they must participate in professional development programmes that advocate and use these same models" (Leu, 2005)

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1.3 CPD Links to Career Ladder, Teacher Professional Competencies and Appraisal

> **CPD is a compulsory requirement for those who teach in all Ethiopian educational establishments.**
>
> **It is the civic and professional duty of all educators to engage in Continuous Professional Development.**

It follows that the commitment of an individual teacher to their own CPD is essential. The **'National Framework for Professional Competencies of Teachers'** clearly sets out the core competencies that all Ethiopian teachers need in order to progress through the professional career ladder.

As stated in the 'National Framework for Professional Competencies of Teachers', the following five Professional Competencies taken together represent the role of the Ethiopian teacher.

1. **Facilitating Student Learning** outlines how teachers plan, develop, manage and apply a variety of teaching strategies to support quality student learning.

2. **Assessing and reporting student learning outcomes** describes how teachers monitor, assess, record and report student learning outcomes.

3. **Engaging in Continuous Professional Development** describes how teachers manage their own professional development and contribute to the professional development of their colleagues.

4. **Mastery of Education and Training Policy (ETP), curriculum and other programme development initiatives** describes how teachers develop and apply an understanding ETP to contribute to curriculum and/or other programme development initiatives.

5. **Forming partnerships with the school community** describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

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In order to develop these competencies, the principles and rationale of this document "Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Framework" need to be applied. In order to practise these competencies, teachers need to plan and carry out their Continuous Professional Development in a systematic way.

The high priority given to teachers' CPD is demonstrated by the fact that it forms one of the five Professional Competencies. Achievement in the other four Professional Competencies depends on a teacher's commitment to participate in high quality CPD.

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1.4 CPD Links to the School Improvement Programme

All Ethiopian schools are required to produce School Improvement Plans in order to improve the quality of teaching and learning. CPD is an essential part of School Improvement.

"School Improvement is not an isolated process administered by higher level administrators. Rather, teachers are crucial to school improvement and are pivotal in promoting high levels of achievement in all their students"
(Simpkins March 2009).

The School Improvement Programme starts with the process of self assessment and the setting up of a School Improvement Committee. After all stakeholders have been consulted, School Improvement Plans are written.

The School Improvement Programme in Ethiopia is divided into four domains:

1. Learning and Teaching
2. Student Environment
3. Leadership and Management
4. Community Involvement

Each school is expected to identify its own priorities for improvement in these domains, and these will form the basis of its School Improvement Plan.

These priorities will almost certainly include the need for continuous professional development, either at classroom or leadership level.

"Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Framework", "Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Practical Toolkit", and the **School Improvement Programme (SIP)** should not be seen in isolation, but used together to provide a holistic approach to the improvement of learning and teaching in each institution.

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1.5　　Aim of the National CPD Framework

The overall aim of *"Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Framework"* **is to raise the achievement of students in Ethiopian schools.**

The objective of this Framework and the accompanying Toolkit is to provide teachers throughout Ethiopia with a clear structure and rationale for Continuous Professional Development. It is based on the best national and international practice and designed to function in the Ethiopian context.

As a result of the implementation of this framework, all school teachers, leaders and supervisors, in all regions of Ethiopia, will be participating in high quality and appropriate Continuous Professional Development which impacts upon classroom practice to ensure improved student learning and achievement.

This is achieved by a needs-based programme of activities which allows all teachers to improve their knowledge, skills and attitudes in order that they become more effective classroom practitioners and contribute positively to community development.

This framework is supported by other documents produced at MoE level. The first of these, **"Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia – The Practical Toolkit"** explains how to apply the new CPD Framework for teachers in schools. This document is referred to in the Framework.

Stakeholders from all over the country – REB officials, zone officials, woreda officials, supervisors, directors, teachers, and instructors from tertiary education – have been consulted on this document.

The extensive consultation process undertaken means that there is wide acceptance of the principles contained in this document. *"Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Framework"* aims to improve teacher effectiveness and student achievement.

1.6　Scope

This Framework and the accompanying Toolkit is for use by primary and secondary school teachers, school leaders, and all supervisors who are involved with supporting, monitoring and inspecting schools. It is also relevant for Alternative Basic Education and Adult Education Facilitators.

It should also be used by any organisation that is involved in providing CPD modules or support for teachers, including TEIs and NGOs.

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2 The Nature and Purpose of Continuous Professional Development

2.1 What is CPD?

> ## "Anything that makes me a better teacher!"

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centred on the local context and particularly classroom practice.

All teachers must be actively engaged:

- in understanding what is meant by good teaching

- in their own learning process

- in identifying their own needs

- in sharing good practice with their colleagues

- in a wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

This definition of CPD has been compiled from consultation with a wide group of stakeholders including individual teachers, directors and supervisors, Regional Education Bureau officials and other educational professionals including international volunteers and officials at the Ministry of Education.

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In Ethiopia Continuous Professional Development can be placed into two categories.

'Updating' is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy and improves classroom practice.

'Upgrading' is the process by which teachers can choose to participate in additional study outside their regular work as a teacher at appropriate times in their career, eg convert a certificate to a diploma, a diploma to a first degree, or a first degree to a master's degree.

2.2 What is Good Teaching?

From the consultation process, and from other professional discussions in Ethiopia, the components of 'Good Teaching' have been categorised under four headings: professional knowledge and understanding, teaching skills, values and attitudes and the ability to create a good environment for learning.

1.   Professional Knowledge and Understanding

Good teaching is when a teacher:

- uses wide and up-to-date subject knowledge of the curriculum
- displays a good understanding of classroom pedagogy
- has a broad understanding of the impact of the teachers' role in the local community, is aware of national and local initiatives and priorities, and includes them in teaching programmes

2.   Teaching Skills

Good teaching is when a teacher:

- plans effectively for student involvement and learning
- gives clear learning objectives and provides students with the skills necessary for study and learning
- uses a wide variety of active teaching methods and strategies, appropriate to the learning preferences of the students

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- relates subject matter to the everyday lives of the students
- encourages student participation and problem solving attitudes
- rewards and praises progress and challenges poor performance or behaviour
- is aware of the individual progress and learning needs of each student
- treats all students fairly and with respect
- is reflective about classroom practice
- is a competent assessor of student progress and provides effective student feedback

3.   Values and attitudes

Good teaching is when a teacher:

- has a love of the profession
- has a hunger for learning and self-improvement
- forms excellent working relationships with colleagues
- cares for the progress and wellbeing of students
- fosters inclusion and equal opportunities within the classroom and institution
- sets high standards and has high expectations of the students

4.   Learning Environment

Good teaching is when a teacher:

- maintains an attractive and supportive learning environment
- creates a safe and ordered environment in which all students are able to learn
- uses a wide range of appropriate teaching aids and materials, including locally available resources

This definition of good teaching forms the basis for professional development for this framework.

These characteristics create effective student learning.

Each one must be addressed at some point in the continuous learning of all professional teachers and should form the core of any CPD programme.

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2.3   The CPD Cycle

"The CPD Cycle is a carefully planned response to identified development needs"

At each level - individual, group, institution, woreda, zone, region, national - the CPD cycle is similar.
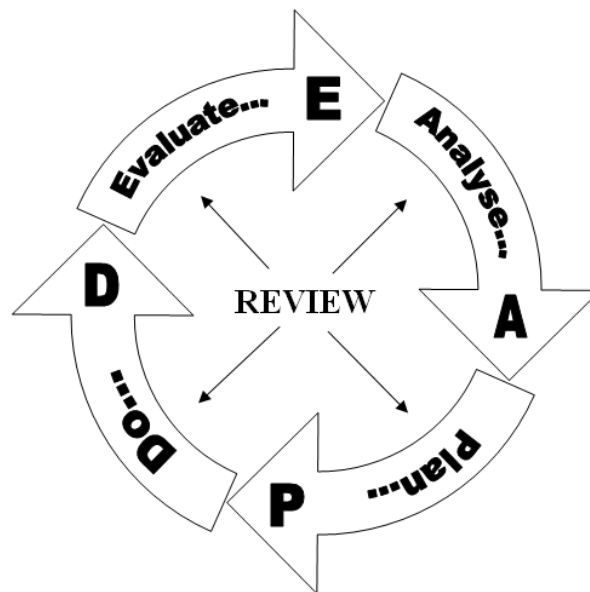

Each institution must have a CPD Plan which outlines the CPD priorities for the year.

The wider educational authorities (WEOs, ZEOs, REBs and the MoE) should also publish their own annual CPD development plans in consultation with all stakeholders.

When writing their own annual plans, these wider authorities should ensure that they leave time for schools, colleges and universities to carry out their institutional priorities.

Further advice on the CPD process is to be found in the document "Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Practical Toolkit"

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The CPD Cycle – "Analyse"
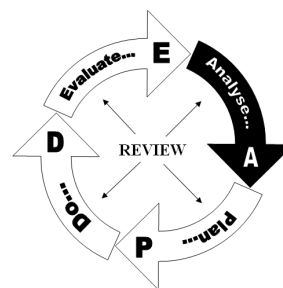
All CPD programmes will have the following similar characteristics.
- **The programme will be carried out in order to address the learning or development need of an individual, groups of individuals or an identified need of an institution.**
- **The need will have been identified by a process of needs analysis or review.**

The table below sets out some examples of how CPD can arise from a needs analysis.

Stakeholders by category	Responsibility for needs analysis and review	Context of the needs analysis	An Example (there are more examples in the CPD Toolkit)
An individual teacher	The individual	• Meeting with mentor or supervisor • Self reflection in the classroom • Preparation for a new job or responsibility	Following self assessment, peer review and an annual appraisal, a teacher agrees that one of three CPD priorities for the next year is to improve their knowledge of assessment.
A group of teachers within an institution	The group leader	• Regular group meeting • Introduction of new initiative • Reviewing a previous initiative	Through a needs analysis, the Mathematics Department of a secondary school identifies that one of their three CPD Priorities for the next year is learning to use more participatory methods in lessons
A school	The Head Teacher	• Annual School Review • Annual CPD Plan Evaluation • Introduction of a new initiative	As a part of the analysis process, the Director and members of the CPD committee identify punctuality and attendance as one of the main areas for development in the preparatory school. This need is adopted as one of three School CPD priorities.

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Stakeholders by category	Responsibility for Needs Analysis and Review	Context of the needs analysis	An Example (there are more examples in the CPD Toolkit)
A group of institutions	The Head Teachers' of a cluster of schools	• Head Teachers' consultation meeting • Professional discussions with colleagues • Annual Appraisal process	The cluster has identified a common concern in the quality of the mentors for NDTs in their schools.
A woreda/sub city	The Head of the Education Section of the woreda/sub city	• A Supervisors' team meeting • Stakeholders' consultation meeting • Educational planning review	The woreda/sub city has identified a need to increase community participation in education.
A region or zone	The Head of the REB	• An Experts' team meeting • Stakeholders' consultation meeting • Regional CPD Plan evaluation	A REB identifies a need to monitor and develop the use of first language used by teachers in Grades 1 to 4.
The Nation	Experts at the Ministry of Education	• Consultation meeting with Experts and other educational professionals • National examination results • Policy Review conference	The Ministry of Education has identified that Population and Family Life together with Reproductive Health are important issues for Ethiopians to address.

More comprehensive information on analysing needs for School CPD can be found in the document "Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Practical Toolkit"

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The CPD Cycle – "Plan"
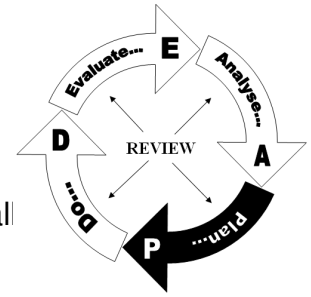
Once the development need has been identified, a programme, specificall
designed to meet that need, can be prepared.

Institution planning

Each institution should develop Annual CPD Plans. This is done by prioritising the issues identified by the analysis process. Three main priorities are recommended for each academic year. It is more effective to concentrate on fewer priorities and cover them well.

Once the priorities are selected, the Annual CPD Plan should be completed. This document should describe each priority, identify the desired outcomes, say who is responsible for leading it, and how long it will take.

A programme for each priority should then be written, which details events and timings.

Individual planning

Individual CPD Plans should also be developed annually. Some priorities for individuals will come from their institution's priorities. Some will be issues identified by the individuals themselves.

An individual teacher's Annual CPD Action Plan should be kept in their Teacher's Professional Portfolio, and used as a guide to the type of information and evidence collected during the year.

There are many ways to address a CPD need. The programme should be designed to be appropriate to the need, the context, the circumstances and available resources.

The document "Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Practical Toolkit" contains examples of programmes and activities appropriate to particular needs. Suggestions of ways in which effective CPD modules can be constructed from a series of smaller sessions are also described.

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The CPD Cycle – "Do"

Participating in CPD can involve formal and informal sessions. It is essential that these sessions are linked together to form a coherent programme. The methods and activities chosen should be appropriate to the needs identified.
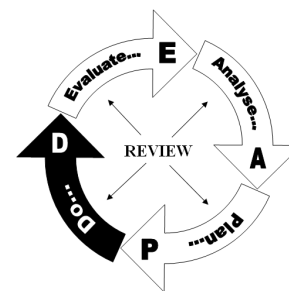
Some CPD methods which have successfully been used to facilitate professional development are:
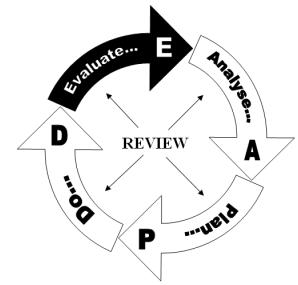
CPD Methods

• Curriculum meetings • Demonstration lessons • Planning lessons together • Peer observation • Observation of lessons and feedback • Observation of students in lessons • Talking to students • Assessment of students' work before and after the CPD activity. • Marking of students' work, giving feedback and advice for development • Shadowing a teacher	• Action research • Professional reading and research • Visiting schools and teachers to see examples of good practice • Sharing/showing good practice within your school • Maintaining your professional portfolio • Team teaching • Workshops • Visiting experts • Mentoring • Discussion meetings

The activities above all contribute to improving and '**updating'** teacher performance.

Unplanned CPD

Not all CPD takes place as a result of a planned programme as part if the CPD Cycle. Much learning and sharing of good practice can take place as a result of normal day-to-day contact and discussion with professional colleagues.

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The CPD Cycle – "Evaluate"

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle. Ultimately CPD is carried out to help students to become better learners, so it is important to judge whether each CPD programme is effective in doing that.

The CPD Action Plans, whether institutional or individual, should identify desired outcomes for each priority. These outcomes become the focus for review and evaluation.

When a programme is written, times for reviewing how the programme is progressing should also be planned.

Review could take place:
- during an individual's work, eg in a lesson or in planning time
- during, or at the end of a group activity, eg a workshop or a staff meeting
- during a regular monthly meeting of the CPD committee
- at the end of the CPD programme
- as a planned part of a specific programme, eg at the end of each module of the Higher Diploma Programme

As a result of regular planned or spontaneous review, changes and improvements to the programme can be made.

At the end of the programme, an evaluation should be conducted.

The process of evaluation should:
- celebrate success
- measure whether desired outcomes have been achieved
- identify additional unplanned outcomes
- identify less successful aspects of the programme
- inform future CPD needs at individual and institution level.

CPD is a cycle. Institutions and individuals should continuously be aspiring to improve, and therefore create better learning and achievement by all.

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3 Time for CPD

> **Following Pre-service and Induction professional training, each Ethiopian teacher and instructor has a professional, personal and civic responsibility to undertake Continuous Professional Development throughout his or her career.**

It follows then that time must be available to carry out this essential professional training. Teachers are very busy people and this should be taken into account during the planning stages of the CPD Cycle.

An individual teacher may ask questions and raise concerns about the time impact of CPD. For example:

- When does CPD take place? Does it take place after the school day, at weekends, in my free time?
- Where does the time come from? Will there be a reduction in my teaching obligations/credit hours?
- I need time to ....
  - work with a coach or a mentor
  - plan to employ the skills and methodologies that I am learning
  - observe colleagues and reflect with them on their practice
  - collaborate and carry out professional conversations with my colleagues
  - develop new and more effective teaching plans and teaching materials
  - attend CPD activities outside school, at cluster, woreda, zone, regional or national level
  - visit other schools to observe good practice
  - compile and develop my portfolio
- Others need time to observe my lessons and give me constructive feedback

In many developed and developing countries there is a requirement, often a mandatory requirement supported by legislation, that teachers should spend a minimum amount of time engaged in CPD.

Such legislation outlines the number of hours or days during which teachers have to engage with students. There are many examples of legislation for compulsory training days. On these CPD days no students attend classes, and teachers come together for training, sometimes in groups or clusters of institutions.

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Each school teacher must take part in planned CPD activities for a minimum of sixty hours each year. These hours should be flexibly used to address the various CPD priorities which impact upon the work of the individual teacher or institution.

Each institution decides the way in which the sixty hours are allocated, responding to national, local and institutional priorities.

This document recommends that schools or departments carry out some of their CPD activities during 'CPD Days' as described above. The hours spent on CPD during these days would count towards the sixty hours. On these days students would not be present, and colleagues would focus together on planned CPD activities.

The Annual CPD Plan of each institution should allow time for national and local priorities.

The Annual CPD Plans of the Ministry of Education, REBs, ZEOs and WOEs should allow time for the CPD priorities of individual institutions.

CPD overload has a negative impact on the quality improvements in teaching and learning.

Advice on the many ways in which CPD activities may be organised in schools, is contained in "Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Practical Toolkit"

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4. Resources and Materials to Support CPD

There are a wide variety of resources which can be used to support CPD activities and School CPS Modules. They come under two main headings, human resources and support materials.

4.1 Human Resources

Professional Colleagues at Institution Level

The most powerful and most accessible human resources for CPD are found in the institutions themselves – committed and supportive colleagues.

Research shows that teacher development activities are most effective when carried out collaboratively in an atmosphere of mutual support and encouragement.

Within an institution there are many informal opportunities to share good practice, to seek encouragement and suggestions for teaching and learning and to give supportive feedback.

The CPD approach adopted by the institution should give formal opportunities for collaborative working - mentoring, coaching, experience sharing, team planning, peer observation, team teaching etc - which will have a significant and lasting impact on teacher improvement and student achievement.

Most institutions also have professional colleagues who have a wealth of knowledge and experience and who are able to engage in formal and informal activities which enable them to share their expertise. Directors, Principals and Deans should always make a point of identifying and empowering these colleagues as Expert Teachers.

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External Support

Local and regional educational authorities, such as WEOs, ZEOs or REBs, always have a number of supervisors and education experts on their staff. It is the responsibility of these experienced professionals to give help and advice to teachers in schools, colleges and universities on matters to do with subject knowledge or teaching methodology.

> **If the institution organising CPD does not have the necessary knowledge, expertise or experience, then they should ask for the help of an experienced and knowledgeable expert or organisation.**

Here are some examples of situations in which external support may be used:

The expert (or expert team) may:
- give help on identification of needs
- give individual help on self-assessment
- help an institution carry out self-assessment
- give presentations and advice on subject matter, methodology and resources for the programme
- demonstrate good practice
- observe lessons and give feedback
- help in designing a programme
- facilitate a programme, session or activity
- train those who will be facilitating the actual training
- assist in monitoring and evaluating the CPD programme

Whenever engaging the help and support of experts, it is always important to have the objectives of the CPD programme at the centre of all discussions.

Other organisations, such as the Ministry of Education and many other international NGOs such as VSO, IFESH, USAID, UNICEF, JICA etc have the capacity and experience to offer expert help and support from individuals or teams. Contact details are available from REBs, ZEOs and Woreda Education Offices.

> *The document "CPD for Teachers in Ethiopia – A Practical Toolkit" gives more help and advice on working with outside experts.*
>
> *Advice for universities and colleges will be produced in the future.*

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4.2 Support Materials

National CPD materials

> These materials are intended to **support** locally based CPD
> and not to **direct** it.

Teachers in schools have been following a CPD programme using three course books.

Course 1   Professional Ethics, Counselling and Mentoring Using Active Learning Methodology

Course 2   Gender and HIV AIDS issues, Continuous Assessment and Planning Approaches to Individual Subject Areas in the Context of Large Class Sizes

Course 3   Rural Development, Civics and Methodology

These courses are still relevant and will continue to offer support to School CPD modules. However, further additional copies will not be made available in the future. An updated selection from these manuals will be provided as CPD support modules.

These and other modules will provide a body of material to support specific CPD programmes in the context of Ethiopian education. They can be selected by institutions according to their needs based priorities.

Examples of national modules to be developed
- Practical skills in Mentoring
- The Purpose and Content of Portfolios
- Assessment for Learning
- Classroom Organisation and Management
- Active Learning
- Behaviour Management
- Effective Learning for All Students
- Population & Family Life and Reproductive Health
- Active Learning in Mathematics, Science and Languages
- How to Make Effective Use of Plasma
- The Self-Contained Classroom

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One very important part of the CPD National Materials is the document entitled "Continuous Professional Development for Primary and Secondary School Teachers, Leader and Supervisors in Ethiopia – The Practical Toolkit". The document contains many examples of programmes or activities appropriate to particular needs in schools. There are suggestions of ways in which effective programmes can be constructed from a series of smaller activities. The purpose of the document is to give practical support and guidance to all who use it.

Support from REBs, ZEOs and WEOs

The priorities and planning needs of any region, zone or woreda in Ethiopia will vary.

REBs must produce materials to address regional CPD issues. In such a situation it is good practice for wide consultation to take place with all stakeholders in order that the materials may be of the highest quality and relevance.

Language should not be a barrier to learning.

Any materials should be produced in the language that teachers will understand best.

Institution Based Support Materials

An institution which is committed to CPD will collect resources focused upon all aspects of CPD including methodology and subject knowledge. For example, these resources could be books, professional articles, electronic information sources which will give advice on CPD issues and CPD activities in many different parts of the world, reports of action research and good practice from across the country. This provides access to, and engagement with, an appropriate body of knowledge.

In each institution resources should be systematically collected, catalogued and made available to all teachers, preferably in an area which is easily accessible to all professional colleagues.

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Most institutions have examples of good practice in producing teaching and learning support materials which can be shared. These may be in many forms – posters, charts, practical teaching objects, display material, flash cards, information leaflets, etc. These also should be collected in the resource area where they may be evaluated, discussed and included into lesson planning.

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5. Responsibilities of CPD Stakeholders

Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution.

Teachers are responsible for:

- ✓ engaging in their own Continuous Professional Development throughout their careers

- ✓ in consultation with others (eg mentor, supervisor), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies

- ✓ working collaboratively with colleagues to improve teaching and learning

- ✓ carrying out sixty hours CPD each year

- ✓ putting CPD into practice in the classroom

- ✓ being committed to supporting the wider CPD needs of their institution

- ✓ maintaining a Professional Portfolio to record all their CPD and other professional activities

School leaders are responsible for :

- ✓ ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management

- ✓ creating a CPD management strategy within the institution

- ✓ ensuring that an effective CPD needs analysis is carried out each year

- ✓ together with colleagues, identifying issues for consideration as CPD priorities

- ✓ ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget

- ✓ regularly monitoring the effectiveness of the changes to teaching and learning

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- ✓ ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual Professional Portfolios and giving constructive feedback

- ✓ collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues

- ✓ collaborating with woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning

- ✓ taking part in regional and national CPD activities which ensure that their own knowledge and experience is up-to-date

- ✓ ensuring that all teachers in schools take part in sixty hours of CPD activities each year

Clusters are responsible for:

- ✓ establishing and supporting the Cluster CPD Committee

- ✓ managing and coordinating CPD activities within the cluster

- ✓ collating and sharing individual school CPD plans

- ✓ supporting, as appropriate, the Annual School CPD plans

- ✓ supporting Teachers' Professional Portfolio development

- ✓ providing opportunities for collaboration and the sharing of good practice within the cluster eg samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons etc

- ✓ making available resources for cluster schools to use in the classroom

- ✓ providing training opportunities as appropriate

- ✓ supporting the delivery of the Induction programme for Newly Deployed Teachers

- ✓ supporting inclusive education

- ✓ reporting annually to the woreda on cluster CPD activities

- ✓ maintaining an effective communication system between all the schools

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Woreda and Sub-City Education Offices are responsible for:

- ✓ annually producing local CPD plans

- ✓ ensuring that all schools have annual CPD plans

- ✓ monitoring and evaluating the CPD activities of schools

- ✓ collecting data about CPD activities in the woreda/sub-city

- ✓ collecting data of individuals' and schools' participation in CPD

- ✓ providing support and training to clusters and schools via the supervisors

- ✓ raising awareness of and promoting inclusive education in all schools

- ✓ collaborating with school directors to administer the 'Induction' CPD process and to moderate the judgements on passing/failing

- ✓ providing support and advice on the maintenance of professional portfolios

- ✓ overseeing and facilitating the work of clusters and kebeles in their support of the CPD effort

Regional Education Bureaus/Zones are responsible for:

- ✓ analysing and identifying regional priorities, production of materials and delivering training to implement them

- ✓ sharing information with all stakeholders

- ✓ annually producing and circulating regional CPD plans

- ✓ appointing a responsible person for CPD

- ✓ allocating the resources needed to implement the regional CPD programme including the development of Teachers' Professional Portfolios

- ✓ ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region

- ✓ monitoring and Evaluating the CPD programme regionally and producing an annual report which should be submitted to the Process for Teachers and Leaders Development, Ministry of Education

- ✓ raising awareness of and promoting inclusive education throughout the region through CPD

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- ✓ overseeing and facilitating the work of CTEs in their support of the CPD effort

- ✓ giving support to woredas, zones and sub cities within the region

- ✓ compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the MoE

The Ministry of Education is responsible for:

- ✓ analysing and identifying national priorities, production of materials and organising training to implement them.

- ✓ annually producing and circulating national CPD plans

- ✓ raising awareness of the need for Continuous Professional Development

- ✓ designing, implementing and reviewing the National Framework for CPD

- ✓ monitoring and evaluating the CPD programme nationally and producing an annual report

- ✓ producing support materials to be used throughout the Federal Republic

- ✓ helping to increase capacity by training trainers

- ✓ raising awareness of and promoting inclusive education through CPD

- ✓ collating and reporting EMIS CPD statistics

- ✓ producing an Annual CPD Plan for employees of the MoE

- ✓ giving support to regions

- ✓ conducting consultation meetings on achievements and challenges

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6. Maintaining a Portfolio of Professional Learning

Each teacher is required to keep a portfolio of CPD activities. The purpose of this is to:

- Plan their CPD activities

- Keep a record of activities undertaken
- Provide evidence of participation in professional learning
- Reflect on progress and identify areas for development
- Provide a record of all development activities and identify improvement against the criteria for "Good Teaching"
- Provide a record of all development activities and identify improvement against the criteria for "Professional Competencies"
- Provide evidence that contributes to the annual performance review carried out for each teacher.

The appropriate members of each institution are responsible for monitoring and assessing the content of individual teachers' Professional Portfolios and providing constructive feedback.

The portfolio **should** include the following:

- individual CV (personal and professional data and qualifications)
- individual CPD Action Plans
- evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years
- feedback from mentors/facilitators
- teacher's self-reflections on progress
- annual appraisal reports
- examples of examination results with an analysis
- examples of lesson plans with evaluations

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The portfolio **could** include any of the following:
- details of any Action Research undertaken
- attendance certificates for local, regional or national courses/workshops
- examples of materials prepared by the teacher as part of CPD activities
- reports on classroom observations by peers or line managers/mentors
- examples of curriculum development materials developed by the teacher
- examples of audio visual materials prepared by the teacher
- examples of assessment tasks and tests written and/or marking schemes developed by the teacher
- an analysis of the achievement of students in the teacher's classes
- awards received
- extra-curricular activities
- other evidence of personal development activities undertaken – eg Upgrading, Summer School programmes - that are not a part of the mandatory sixty hours

A portfolio does not have to include every piece of evidence.
Semester and weekly lesson plans and student records should be kept elsewhere.
The portfolio should be edited regularly, out-of-date material removed and new material added.

There is no requirement to maintain duplicates of a portfolio. It is the teacher's responsibility to maintain and catalogue his or her own experience, but it must be made available on request to appropriate senior colleagues for monitoring and appraisal.

More detailed information and guidance on maintaining a portfolio of professional learning can be found in 'The Purpose and Content of a Teacher's Professional Portfolio' produced by Ministry of Education.

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