

REPUBLIC OF RWANDA



**RWANDA EDUCATION BOARD (REB)**  
P.O. BOX.: 3817 KIGALI-RWANDA

---

# THE NATIONAL TEACHER CPD FRAMEWORK

---



July 2019



# Director General's Foreword

Driven by the new global development agenda, SDGs 2030, Rwanda has recommitted to transform lives through education, reaffirming the important role of education as a main driver of development. The delivery of education that is inclusive for all, which is enshrined in SDG 4, is acknowledged to be fundamentally important to leave no one behind. The Rwanda 2013/14-2017/18 Education Sector Strategic Plan (ESSP) emphasises the need for a more innovative approach to inclusive education targeting specific measures to improve enrolment, progression, transition and completion rates of the most vulnerable populations, if the entire set of education targets is to be achieved.

An inclusive education system can only be created if ordinary schools themselves become more inclusive – in other words, if they become better at educating all children in their communities. Inclusion is therefore a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.<sup>1</sup>

Rwanda Education Board (REB) which is the implementation agency of the Ministry of Education (MINEDUC) has revised the curriculum for primary and secondary education. The new Competence-Based Curriculum(CBC) calls for the use of new learner- and child-centred approaches for effective teaching and learning, with inclusive education as a cross-cutting orientation. While this calls upon all teachers in Rwanda to have the requisite skills for teaching using an inclusive approach, inclusive education as a concept, is still new in Rwanda. As such there are gaps to address in terms of teachers' current knowledge and capacity to deliver inclusive education.

The new curriculum for primary and secondary education has integrated inclusive education as one of the key elements for the achievement of the desired targets in the education sector.

In 2015, MINEDUC and UNESCO partnered in the framework of the initiative for '*Strengthening quality teaching and learning for Education for all in Eastern Africa*', funded by the OPEC Fund for International Development (OFID). Interventions are supporting both policy and implementation level, i.e the schools. It aims at strengthening capacities in planning, managing and monitoring teacher education. In this regard, the status of the teacher education system is being assessed in view of the development of a national strategic framework on pre-service/in-service training.

It is in this context that UNESCO together with REB organised a consultative meeting in June 2016 with stakeholders working on inclusive education at the national level. The meeting sought to assess the needs for further effective implementation of inclusive education and the use of innovative methodologies and materials for teaching and learning, particularly in the context of the new curriculum.

Outcomes from the consultative meeting indicated the need to develop more practical approaches for the implementation of the national teachers' guide to inclusive education through development of more practical teaching and learning methodologies and materials for teachers and schools in Rwanda.

It is therefore in this context that UNESCO has collaborated with EENET to draft a practical toolkit for teaching and learning at the school level based on the national teachers' guide to inclusive education. Following recommendations from the REB the toolkit has been piloted in 20 schools in Kirehe District.

This teacher training toolkit has been developed as complimentary material to the REB 'Guide to Inclusive Education in Pre-primary, Primary and Secondary Education in Rwanda' and the 'Competency Based Curriculum'.<sup>1</sup> Each of the three booklets of the toolkit is designed to be used alongside the three parts of the inclusive education guide.

## The training approach

This toolkit follows a basic principle:

*We must use inclusive training methods if we are to successfully train others how to teach inclusively.*

## Being participatory

The manual introduces and promotes the use of participatory methods of teaching/ training and learning to ensure the inclusion of all learners. The training activities are designed to help training participants reflect on their own attitudes and teaching practice. The activities also encourage participants to join in and gain confidence with using participatory methods. There are also activities that enable participants to share their ideas and experiences with each other.



**Dr. Ndayambaje Irénée**  
Director General, Rwanda Education Board

---

1 REB, Kigali, 2016 and REB, Kigali, 2015.

# Acknowledgements

The National Teacher CPD Framework was developed through a partnership between REB and UNESCO, supported by the OPEC Fund for International Development (OFID) programme “Strengthening quality teaching and learning for education for all in Eastern Africa” initiated in 2015.

The process was conducted under the guidance of the department of Teacher Development and Management, Career Guidance and Counselling, in collaboration with the University Of Rwanda College of Education (URCE). The Teacher Professional Development Technical Working Group provided advice and input at several stages of the process.

Rachel Bowden, from the Enabling Education Network (EENET) provided technical assistance.

## Sincere thanks to the following individuals:

Angelique	Tusiime	<b>REB</b>
James	Ngoga	<b>REB</b>
Claudien	Nzitabakuze	<b>REB</b>
Pascal	Rwayitare	<b>REB</b>
Gerard	Murasira	<b>REB</b>
Antoine	Mutsinzi	<b>REB</b>
Elisabeth	Turner	<b>REB/ Chemonics</b>
Gnisha	Bevan	<b>REB/IEE/ UNICEF</b>
Alphonse	Uworwabayeho	<b>URCE</b>
Marina	Patrier	<b>UNESCO</b>
Peter	Wallet	<b>UNESCO</b>
Pascal	Rukundo	<b>UNESCO</b>
Andrew	Gazosi Ntwali	<b>UNESCO</b>
Ingrid	Lewis	<b>EENET</b>
Jef	Peeraer	<b>VVOB</b>
Michelle	Venneman	<b>VVOB</b>
Clementine	Uwamahoro Gafiligi	<b>VVOB</b>
Shuhei	Saikawa	<b>JICA</b>
Ryuichi	Sugiyama	<b>JICA</b>
Yumiko	Ono	<b>JICA</b>
Emily	Routte	<b>USAID</b>
Ruth	Mbabazi Kabutembe	<b>VSO</b>
Damien	Gregory	<b>VSO</b>
Patrick	Musafiri	<b>Save the Children</b>

We would also like to thank DDEs, teachers, school leaders, school general assembly committee members, Teacher Training College Principals, tutors and teacher trainees, the sector and district education officers and development partners who took part in consultation activities.

# Contents

- Foreword..... i**
- Acknowledgements..... iii**
- Contents..... v**
- Acronyms..... vii**
  
- Part 1. The National Teacher CPD Framework..... 1**
  - 1.1 How this document is organised and who it is for..... 1
  - 1.2 Introduction and background..... 3
  - 1.3 Aim and objectives..... 5
  
- Part 2. The Teacher Competences..... 6**
  - 2.1 Outline of the Teacher Competences..... 7
  - 2.2 Teacher Competence performance levels..... 9
  - 2.3 Teacher Competence descriptions..... 11
  
- Part 3. The National Teacher CPD System..... 24**
  - 3.1 Overview of the teacher CPD system..... 25
  - 3.2 Administrative and technical structures for CPD..... 27
  - 3.3 The Model for Teacher CPD in Rwanda..... 28
  - 3.4 Personnel with responsibility for teacher CPD..... 31
  - 3.5 Reflective practice for teacher CPD..... 32
  - 3.6 Teacher CPD support people at school..... 35
  - 3.7 Head teacher CPD responsibilities..... 37
  - 3.8 Sector education officer teacher CPD responsibilities..... 42
  - 3.9 District education officer teacher CPD responsibilities..... 46
  - 3.10 REB responsibilities for teacher CPD..... 49

<b>Part 4. Teacher Career Framework and Appraisal.....</b>	<b>55</b>
4.1 The teacher career framework.....	55
4.2 Teacher appraisal.....	57
4.3 Teacher profiles.....	58
<b>Appendix 1. Teacher CPD Record.....</b>	<b>65</b>
<b>Appendix 2. Activities for Teacher CPD.....</b>	<b>70</b>
<b>Appendix 3. Teacher CPD Plan.....</b>	<b>78</b>
<b>Appendix 4. Teacher CPD Portfolio.....</b>	<b>83</b>
<b>Appendix 5. Teacher Competence Assessment Methods.....</b>	<b>85</b>
<b>Appendix 6. Lesson Evaluation Sheet.....</b>	<b>89</b>
<b>Appendix 7. System Fit.....</b>	<b>94</b>
<b>Glossary.....</b>	<b>99</b>
<b>References.....</b>	<b>105</b>

# Acronyms

<b>CBC</b>	Competence-Based Curriculum
<b>CPD</b>	Continuous Professional Development
<b>DDE</b>	District Director of Education
<b>DEO</b>	District Education Officer
<b>DEC/DCC</b>	District Education Committee /district CPD committee
<b>DoS</b>	Director of Studies
<b>DP</b>	Development Partner
<b>EENET</b>	Enabling Education Network
<b>ESSP</b>	Education Sector Strategic Plan
<b>GoR</b>	Government of Rwanda
<b>HEC</b>	Higher Education Council
<b>HT</b>	Head Teacher
<b>ICT</b>	Information and Communications Technology
<b>MINALOC</b>	Ministry of Local Government
<b>MINEDUC</b>	Ministry of Education
<b>NQT/s</b>	Newly Qualified Teacher/s
<b>OFID</b>	OPEC Fund for International Development
<b>OPEC</b>	Organisation of Petroleum Exporting Countries
<b>PLC/PLN</b>	Professional Learning Community/ Professional Learning Network
<b>REB</b>	Rwanda Education Board
<b>SBM</b>	School-Based Mentor
<b>SBMP</b>	School-based Mentoring Programme
<b>SEO</b>	Sector Education Officer
<b>SEC/SCC</b>	Sector Education Committee /Sector CPD Committee
<b>SGAC</b>	School General Assembly Committee
<b>SSL</b>	School Subject Leader
<b>TDM/CGC</b>	Teacher Development and Management and Career Guidance and Counselling department

<b>TCoP</b>	Teacher Community of Practice
<b>TLR/s</b>	Teaching Learning Resource/s
<b>TMIS</b>	Teacher Management Information System
<b>TPD TWG</b>	Teacher Professional Development Technical Working Group
<b>TTC</b>	Teacher Training College
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organisation
<b>URCE</b>	University of Rwanda College of Education

**A glossary of key terms is included at the end of this document**

# Part 1. The National Teacher CPD Framework

## 1.1. How this document is organised and who it is for

This framework is organized in four sections, followed by appendices. Each section begins with the aim, the system gaps the section addresses and an outline of what the section contains. This page also provides a summary of each section.

The appendices contain useful documents for applying the Framework. For example, a template for teacher CPD plan and lesson evaluation sheet.

## 1.2. Introduction and background

The section describes the process of developing the Framework, including who was involved and the methods used. It provides a summary of the gaps that the Framework addresses, and the information that was used to identify these gaps. The aim and objectives of the Framework are presented. Finally, the content and layout of the Framework and its target audience are described.

## 1.3. Teacher Competences

The Teacher Competences section informs stakeholders about the aspects of teachers' classroom practice and of behaviour at school that have the biggest impact on student learning and describes what these practices look like in practice and at different stages of a teachers' professional development.

This section lists six Teacher Standards and 18 Teacher Competences. Each Teacher Competence has four performance levels (basic, good, very good and outstanding), which are presented. The section also includes descriptions of what each competence may look like in practice with examples.

## 1.4. Teacher CPD system

This section describes the current teacher CPD system and illustrates how the Teacher Competences can be used to improve the impact of teacher CPD and educational management by different stakeholders. For example, it provides examples of what quality classroom practice and effective behaviour at school look like. These examples can help stakeholders to plan, implement, monitor and evaluate teacher CPD and to monitor and evaluate the supervision of teacher CPD at all levels.

The section also presents an overview of the current teacher CPD system. It includes a summary of CPD stages (starting with pre-service teacher education) and describes the agencies and personnel responsible for each stage. The section defines how the Teacher Competences can be used to drive efficient and effective teacher CPD at the school, sector, district and national levels. The responsibilities of lead actors at each level are outlined. Supervision and support roles are presented to define how lead stakeholders at each level are supervised and supported to perform their roles in teacher CPD.

## 1.5. Teacher career framework and appraisal system

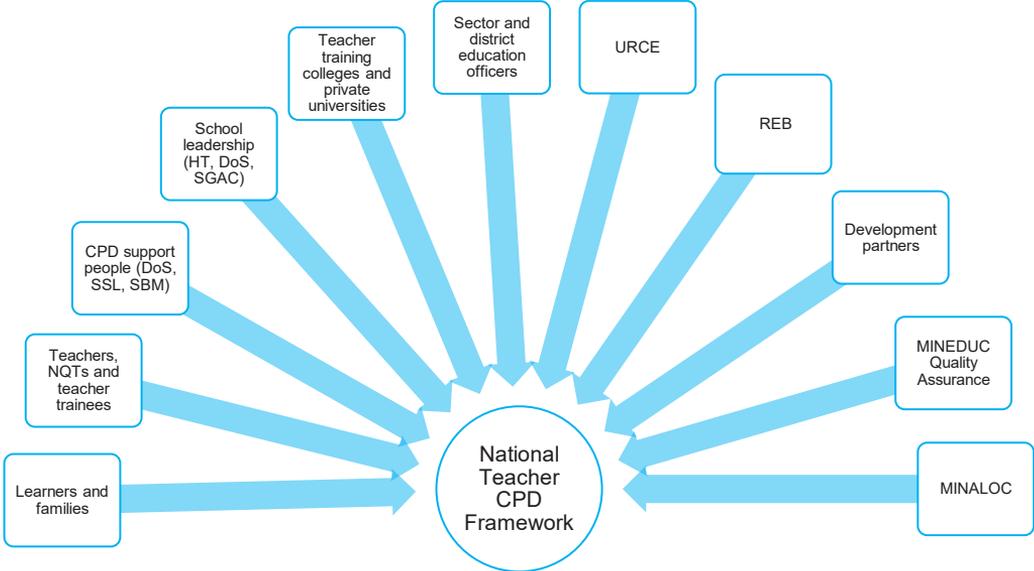
This section aims to inform stakeholders how the Teacher Competences can be used to increase the impact of appraisal and promotion on teachers' performance in the classroom and at school and therefore on student learning.

The teacher career framework shows how the Teacher Competences fit with the categories and stages of a teacher's career as defined in the National Teacher Statutes. The section includes a chart showing the stages of a teacher's career (these include the categories junior, senior and master teacher and stages such as trainee teacher and newly qualified teacher) with minimum levels of Teacher Competence performance for each stage.

Profiles of teacher performance for teachers at each stage are provided: for example, in years 1, 2 and 3 of teacher training college or as a junior teacher. Appraisal points and the personnel and agencies responsible for appraisal are included in the career framework. Guidance is provided for the process of teacher appraisal at school.

**Who is it for?**

The National Teacher CPD Framework is intended for all stakeholders of the teacher CPD system – that is, people who work to improve teaching and learning in Rwandan schools and the wider education system. The stakeholders are shown in **Figure 1**, below.



*Figure 1. Teacher CPD Stakeholders in Rwanda*

**1.2 Introduction and background**

The National Teacher CPD Framework (or the Framework) was developed under the leadership of the Rwanda Education Board, department for Teacher Development and Management and Career Guidance and Counselling (TDMCGC), with advice from the Teacher Professional Development Technical Working Group (TPD TWG).

Technical assistance was provided by the UNESCO East Africa office, financed by the OPEC Fund for International Development (OFID), “Strengthening quality teaching and learning for education for all in Eastern Africa” which was initiated in 2015.

The Framework was informed by a process of research and consultation. In 2016, a situation analysis was conducted to identify strengths and weaknesses of the current teacher CPD system. Activities included a review of policy documents, interviews and workshops with key stakeholders, and fieldwork in schools, teacher training colleges, the University of Rwanda College of Education, and sector and district education offices. See Appendix 7. **System Fit** for more detail.

In addition, a review of teacher development frameworks in the region and a review of the international teacher development and educational reform literature were conducted.

The Framework was written in consultation with stakeholders at central, district, sector, and school levels. These stakeholders included teachers, head teachers, and parents; sector and district education officers from all districts in the country; and representatives from the Rwanda Education Board, the Ministry of Education, and development partners.

### **Summary of gaps to be addressed by the National Teacher CPD Framework**

1. There is a need for detailed, practical descriptions of quality and inclusive teaching to inform teacher CPD, appraisal, and the planning, monitoring and evaluation of teacher CPD.
2. There is a need for strengthening guidance on how teachers improve their performance, and the roles of other stakeholders in supporting and supervising teacher CPD at school, sector, district and national levels.
3. There is a need to link Teacher Competences to the teacher career

framework and appraisal system so that appraisal functions to improve teaching and learning.

4. There is a need for practical tools to help teachers and others assess teacher performance and plan for CPD activities.

### 1.3 Aim and objectives

The National Teacher CPD Framework aims to improve teacher CPD, specifically the impact that teacher CPD has on teaching and learning. These linked aims are shown in **Figure 2**, below.



*Figure 2. Aims of the National Teacher CPD Framework*

The objectives of the Framework are to:

1. Define and communicate an evidence-based and contextually sensitive description of good quality teaching at different levels of performance;
2. Provide guidance to teachers and others in the teacher CPD system on the current CPD system and the how Teacher Competences can be used to increase the impact of teacher CPD on teaching and learning.
3. Show how Teacher Competences and performance levels can be used to increase the impact of teacher appraisal and promotion on teaching and learning; and
4. Provide tools for assessing Teacher Competence and planning teacher CPD.

## Part 2. The Teacher Competences

**CPD system gap:** There is a need for detailed, practical descriptions of quality and inclusive teaching to inform teacher CPD, appraisal, and the planning, monitoring and evaluation of teacher CPD in schools, sectors, districts and at the national level.

The Teacher Competences (or the Competences) describe the features of teachers' classroom practice and behaviour at school that enable student participation and learning.

Four levels of performance for the Teacher Competences are presented. These can be used to identify teachers' actual level of performance for teacher CPD and appraisal purposes.

The Competences and performance levels are derived from the National Teacher Professional Standards, the Competence-Based Curriculum Framework, national priorities and research-based insights.

The National Teacher Standards define Professional Knowledge, Professional Practice and Professional Ethics, Attitudes and Values. The Teacher Competences complement the National Teacher Standards by providing additional details on teachers' classroom practice and on behaviour at school for teacher CPD and appraisal.

The Teacher Competences and performance level descriptions can be used by teachers and others to assess teachers' current level of performance in relation to different competences and to identify strengths to share and weaknesses to address.

Teachers can use the Competences to know what aspects of classroom practice and school behaviour have the most impact on students learning. They can use the Competences to assess their current level of performance, identify strengths and weaknesses and plan, do and review improvements.

The Teacher Competences contain six standards: four related to classroom practice and two related to teachers' behaviour at school. Each Standard has three Competences, so there are 18 Competences in total. An outline of the Standards and Competences is shown in **Figure 3** and **Figure 4** below.

**This section includes**

- **Outline of the Teacher Competences**
- **Teacher Competence performance levels**
- **Teacher Competence descriptions and examples**

## 2.1 Outline of the Teacher Competences

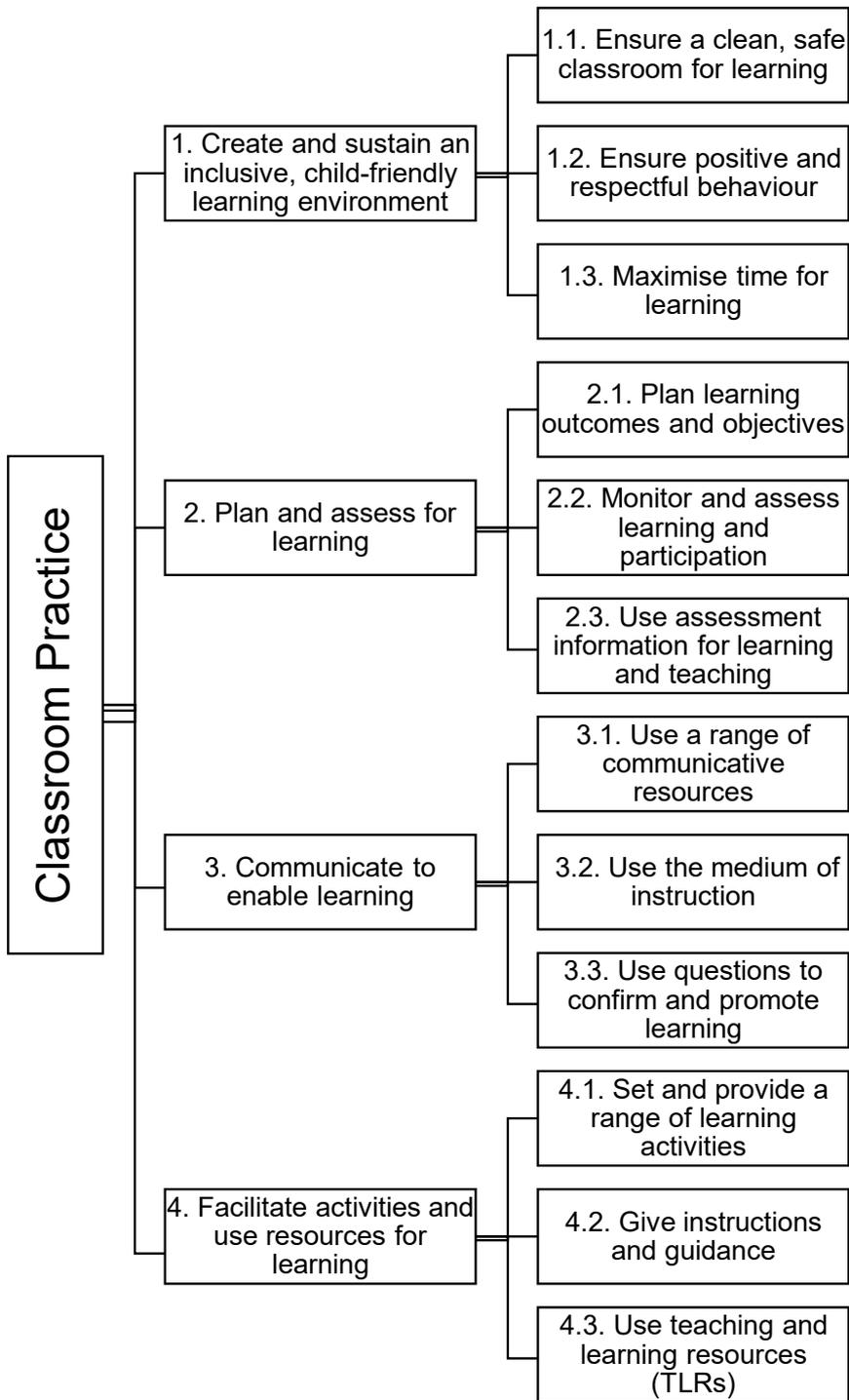


Figure 3. Classroom Practice Standards and Competences

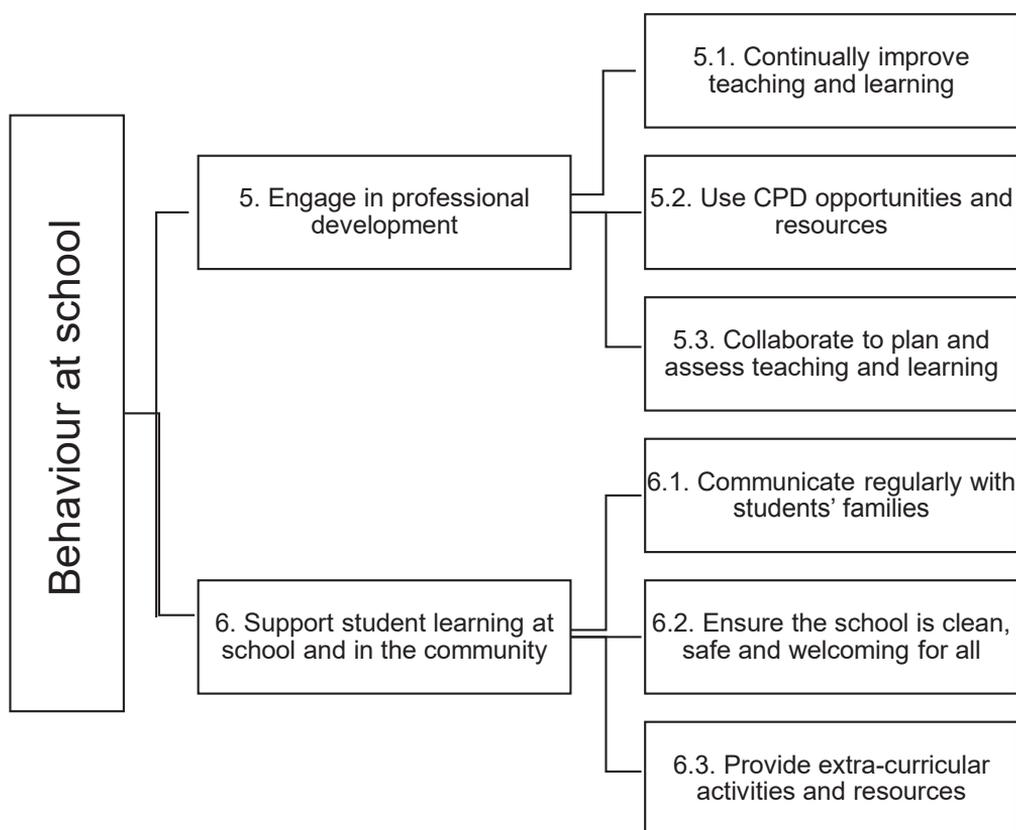


Figure 4. Behaviour at School: Standards and Competences

## 2.2 Teacher Competence performance levels

**Definition:** Here, “quality” means **how often** or **consistently** teachers perform key practices and behaviours, how they **adapt** what they do for the needs and abilities of others and to achieve learning outcomes, and the **impact on student learning** of that teachers’ practice and behaviour. As teachers develop expertise, they can give other teachers **support for teacher CPD**.

Clearly, the quality of teachers’ classroom practice and behaviour at school varies greatly between teachers.

Effective teacher CPD recognises teachers’ differences. It builds on teachers’ individual strengths and areas for improvement. Just like the students they teach, teachers have different knowledge, experiences, skills

and interests. Like effective teaching, effective teacher CPD builds on what teachers already know, what they can do and what they feel is important.

Recognising differences between teachers can also make teacher CPD more efficient. For example, teachers can share strengths to support other teachers in their school or sector. This is more efficient in time and cost, and is likely to have a bigger impact on teacher learning, than bringing in expertise from elsewhere.

Information about teachers' performance level in different competences can be used at school, sector, district and national levels to plan CPD and to monitor and evaluate its impact over time.

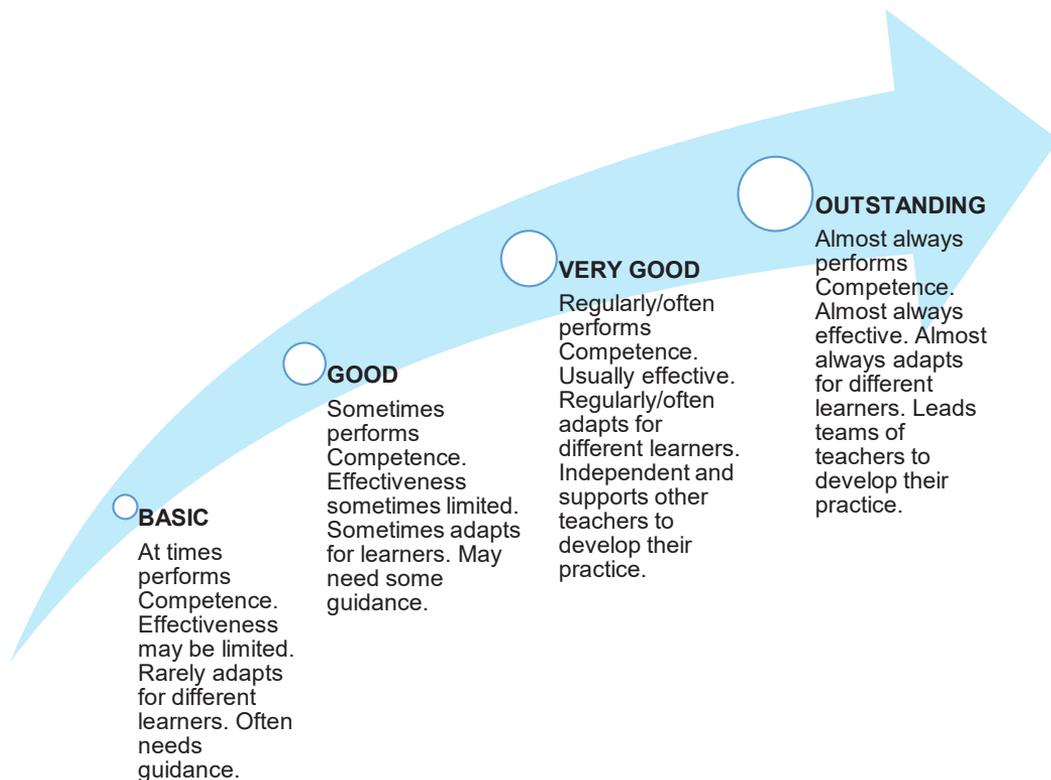
The Framework defines four performance levels for each Teacher Competence. The four levels are: basic, good, very good and outstanding.

The performance levels are presented in **Figure 5** (see the following page).

Teachers are likely to have different levels of performance for different Standards and Competences at different times. These show teachers' strengths and areas for development in relation to the students and subjects they teach.

The four performance levels are linked to teacher career categories (junior, senior and master teacher). The performance level descriptions present the minimum level of performance expected of teachers in each category. Promotion to higher categories depends upon teachers demonstrating that they perform at the expected level. (See **Part 4** of this document for more detail).

Teachers should perform at the highest possible level, whatever their category.



*Figure 5. Teacher Competence Performance Levels*

### 2.3 Teacher Competence descriptions

This section presents a description for each Teacher Competence along with examples. The descriptions assist teachers and others to understand the features of effective classroom practice and effective behaviour at school and what they look like. The descriptions assist teacher CPD stakeholders as they plan, do and monitor teacher CPD.

## **Standard 1. Create and sustain an inclusive, child-friendly learning environment**

### **Competence 1.1. Ensure a clean, safe classroom for learning**

There are procedures to ensure the classroom is clean and safe. For example, students take turns tidying the room at the start and end of the lesson. Unsafe furniture is reported and removed from the room with minimum disruption. The teacher ensures that the classroom layout and room arrangement allow all learners to participate and learn. For example, learners with visual disabilities are seated near the board or near a fellow student who can tell them what is written on the board. Students are seated comfortably and have enough space to work within the limits of the room and furniture. The teacher changes the room arrangement to suit different activities. For example, during group work students are able to see and talk to each other, and during teacher-led instruction they can see the teacher and the board clearly.

### **Competence 1.2. Ensure positive and respectful behaviour**

The teacher develops an inclusive and welcoming atmosphere in class by ensuring that all students are treated with respect at all times and by developing positive relationships with learners. The teacher uses students' names. He or she demonstrates high expectations for all learners, and recognises the diverse strengths of different students, including those with low academic achievement. The use of inclusive language is encouraged. For example, language which is respectful of gender and learners with impairments. The teacher recognises and encourages good behaviour and uses praise and encouragement to motivate learners. The teacher addresses disrespectful behaviour from students promptly in line with the school's behaviour management policy. Disciplinary measures are proportionate and never humiliate or physically harm students or undermine their dignity. The teacher identifies and addresses causes of misbehaviour. For example, if a student often comes without materials to lessons or

doesn't complete the homework, the teacher speaks with the student and/or his or her family to understand the causes of these problems. Students communicate respectfully to other students and to the teacher. Students know how to report disrespectful behaviour or bullying by the teacher or other students following the school's behaviour management and child protection policy.

### **Competence 1.3. Maximise time for learning**

The teacher begins and ends lessons on time. Students are ready to work, and during activities, they concentrate on those activities. The teacher addresses unexpected disruptions, such as loud noises from outside or visitors to the class, as quickly as possible. The teacher uses classroom routines to complete tasks such as taking the register, recording students who are late, collecting/returning student work and rearranging the room. These tasks are done as quickly as possible and involve students actively. The teacher keeps records of students who are late or absent and ensures that the reasons for repeated lateness or absence are addressed. The teacher may use short physical activities, such as clapping games or stretching, to motivate and focus students. Other activities in the lesson are learning focussed.

## **Standard 2. Plan and assess for learning**

### **Competence 2.1. Plan learning outcomes and objectives**

The teacher has unit plans, schemes of work and lesson plans that reflect the national curriculum, subject syllabus and the abilities, needs and interests of his/her learners. Plans include clear and measurable learning outcomes and objectives, and activities to achieve them. The learning outcomes and objectives are things that most learners cannot already do and are achievable for most learners within the timeframe (e.g., activity, lesson or series of lessons). Learning outcomes and objectives support learners to move from simple and familiar to more complex and sophisticated

knowledge and skills. Plans include regular revision of learning and learning assessments. Plans include adaptations for specific learners: for example, for learners who may need extra guidance or extension tasks. Plans demonstrate that teachers use a range of TLRs, vary interaction patterns, and plan classroom layout to ensure all learners can participate and learn. Learners can describe what the learning outcomes and objectives are, and the purpose of specific activities. The teacher tells learners or elicits from learners how learning links to previous or future lessons. The lesson often starts with revision of relevant learning from a previous lesson and may end with a summary of learning and the focus of future lessons. For example, a lesson on pollination might start with an activity where learners have a set number of minutes to list the terms for parts of a plant they remember from last week's lesson. The teacher discusses real world applications of the subject that are relevant and interesting for learners: for example, how understanding pollination can help agronomists improve crop yields, make crops resistant to disease and make crops adapted to the local environment. The teacher links learning to the students' own experiences and interests. For example, a teacher might ask students to discuss their experience or knowledge of a topic, or what they want to learn.

### **Competence 2.2. Monitor and assess learning and participation**

The teacher observes students during activities to check participation and offers further guidance if needed or directs students to help each other. The teacher may ask additional questions to further challenge students, or encourage students to ask each other questions. As he/she monitors student participation and learning, the teacher notes down useful ideas or common student errors and uses these to further the learning of the whole class. For example at the end of the activity, the teacher may call on students to share important learning points or he/she may direct students' attention to common errors (without naming students who made them). Students remain focussed on the activity, and disruption is minimal and resolved quickly. The teacher conducts regular assessments of student learning before, during and after activities or lessons to identify what students

know and can do in relation to the learning outcomes and objectives. The teacher uses a variety of informal and formal assessment strategies, including questions, quizzes, observing students during activities, reviewing students' work, written tests, or presentations. Students are involved in self-assessment and assessing their peers. Students know and understand the assessment criteria, which is clearly linked to learning outcomes and objectives. Assessments are adapted so that all students can demonstrate their learning. For example, students who find writing difficult may be given extra time for writing answers or be allowed to answer orally. The teacher may assess students' subject knowledge and skills and English language proficiency. The teacher encourages learners to reflect on their learning during and/or at the end of the lesson. Learners may assess their own or their peers' learning. For example, learners may use questions provided by the teacher to check their peers' understanding.

### **Competence 2.3. Use assessment information for learning and teaching**

The teacher uses assessment information to give students detailed feedback on their learning and suggestions for how they can improve. The teacher recognises learners' hard work and participation. Errors are seen as a sign that students are trying hard to learn and are welcomed as opportunities for further learning. At the end of the lesson, learners know which learning objectives and outcomes they have achieved and those they need to work on. The teacher uses assessment information to inform their teaching so that all students learn and achieve. For example, at the start of the lesson, the teacher may conduct a quick quiz or hold a whole class discussion to see how much students already know about the lesson topic. What do students already know? What are the gaps? What are the misunderstandings? The teacher adapts their teaching so that they do not repeat things that all learners already know, and focuses on the areas where learners need further clarification or practice. The teacher can identify specific students who need support and guidance, students who need more challenge and students who can demonstrate skills or assist others. The teacher adapts teaching strategies and activities as a result of assessment information.

For example, the teacher provides extra explanation or guidance, adapts or extends an activity, or re-groups students, assigning roles to different students within a group.

### **Standard 3. Communicate to enable learning**

#### **Competence 3.1. Use a range of communicative resources**

The teacher uses a range of language and other communicative resources to help learners understand, participate and learn. For example, the teacher may use informal and familiar language with students before moving to subject-specific terms in the medium of instruction. They may use stories or examples that are familiar to students to introduce a topic and pictures, diagrams or symbols to support understanding. The teacher uses clear language and the medium of instruction and asks students to translate key terms or texts between a familiar language and the language of instruction. Learners keep records of new vocabulary and concepts related to learning. For example, learners write in their notebooks new words and phrases (along with an example), a translation into a clear or understandable language or pictures to illustrate the meaning of new vocabulary. The teacher provides opportunities for learners to revise language and concepts learnt in previous lessons: for example, as a short, fun activity like a quiz or memory game at the beginning of the lesson. The teacher encourages students to use language and other communicative resources flexibly to express themselves and interact with other students and with the teacher. At different points in the lesson, learners share their understanding and opinions related to the topic. For example, in pairs, small groups or as a whole class learners discuss their experiences or ideas in relation to a topic, solve a problem or complete an activity. The teacher supports students to rephrase and expand on their answers using clear language, the medium of instruction, an example or a diagram. The teacher uses other resources to increase student exposure to subject-specific language in class: for example, from the textbook, the internet, the radio, newspapers or visitors.

### Competence 3.2. Use the medium of instruction

The teacher uses (and encourages students to use) subject-specific words and phrases accurately in the medium of instruction. For example, students describe how they solve a mathematical problem using terms such as “divide by” or “multiply by”. The teacher uses (and encourages students to use) the medium of instruction: for example, to ask questions, give instructions, share ideas and make suggestions. Learners are encouraged to use the medium of instruction to communicate and are praised for making an effort. Errors in language use are seen as a sign of student effort and learning, and an opportunity for further learning. Errors are corrected by other learners or the teacher. Subject-specific vocabulary and language is displayed in the classroom so that learners can easily refer to it.

### Competence 3.3. Use questions to confirm and promote learning

The teacher asks a variety of questions to check that students understand the activity or concepts (NOT “do you understand?” because students often say “yes” even if they do not understand). The teacher uses a range of question types, including closed questions where there is a yes/no answer and open-ended questions where students are asked to consider possible causes and impacts, or give an opinion. The teacher uses questions that require students to recall information (can you remember the steps of the water cycle?) and questions that check understanding (what makes the water from the lake evaporate?). Students use lower and higher order thinking skills during the lesson. For example, they recall facts and basic concepts; explain ideas; use information to solve a problem or complete a task; compare, prioritise or organise ideas; give and justify their opinion; and/or think creatively and innovatively. (For further guidance, see **Bloom’s Taxonomy** in the **glossary**.) The teacher uses a range of questioning strategies to engage all learners. For example, a teacher might use “think, pair, share,” where the teacher asks a question to the whole class and gives students time to think individually, then discuss ideas in pairs before the teacher nominates individual students to share answers with the whole

class. The teacher may ask all students to respond to the same question (for example, by raising hands). The teacher may ask different questions to different students or nominate students to ask each other questions. The teacher encourages students to ask each other questions and to ask the teacher questions. The teacher encourages students to prepare questions as part of reading or research activities. The teacher gives students time to think before they reply and often provides opportunities for students to share responses with each other before discussing them as a class. The teacher and/or students respond to student answers to the questions asked. Errors are corrected in a friendly and positive manner and further explanation provided by the teacher or other students. The teacher asks follow-up questions to extend students' thinking and understanding and/or ask students to ask each other follow-up questions. The teacher often asks students to explain and/or rephrase their answers.

#### **Standard 4. Facilitate activities and use resources for learning**

##### **Competence 4.1. Provide a range of learning activities**

The teacher provides a range of learning activities during a lesson or over a series of lessons, providing students the opportunity to apply and expand their learning. Lesson activities have a clear learning purpose, which the teacher communicates to students. Students interact with other students and the teacher in different ways during activities. For example, students may work alone, in pairs, in small groups or as a whole class. Students have the opportunity to think and share their ideas with other students or the teacher. During activities, students complete a range of tasks. For example, they may generate and share ideas and opinions, conduct experiments, design posters, write reports, give presentations, and solve problems. The teacher adapts activities for certain students so that all students can participate and learn. For example, the teacher may give additional information or guidance to some students to enable them to solve a problem, or the teacher may group students who find the task easy with those who find it more difficult, so they can support each other. The teacher may increase the challenge

for some students by extending the task. For example, the teacher may ask students to present the findings of their experiment to the class after conducting it. All students are purposefully engaged during activities.

### **Competence 4.2. Give instructions and guidance**

The teacher gives clear and simple instructions for activities, using no more time than necessary. The teacher may ask students to do the activity and compliment them through guidance. The teacher asks questions to check that students understand what they are being asked to do. The teacher sets a time limit for activities and communicates this limit to students before and during the activity. For example, the teacher will tell students, “You have five minutes for this task”. Students begin activities with minimum disruption. The teacher may offer extra explanation or guidance to some students or groups of students or ask other students to do so. The teacher provides guidance on how to approach activities: for example, by outlining the steps of a process students are being asked to carry out, providing key words or phrases for the task, or supplying templates or diagrams that students can use. The teacher asks students to reflect on the approaches they find useful and explain why. For example, the teacher might ask if students prefer line graphs, bar charts or pie charts for this task? Do they prefer using a mind map or a table to organise their ideas?

### **Competence 4.3. Use teaching and learning resources (TLRs)**

The teacher and students use a range of TLRs during a lesson or over a series of lessons. These may include the textbook, the blackboard, posters and flashcards; natural materials such as leaves, seeds and stones; cultural resources such as musical instruments, local games, songs and clothing; locally available materials such as newspapers and leaflets; tools from local agriculture and industries; interviews with people who work or study locally and are willing to share their experiences; subject-specific equipment such as rulers or dictionaries; ICT-related resources such as blogs, podcasts or websites; or programmes such as Microsoft Word or Excel. TLRs support

student learning by representing concepts using objects that students understand, by linking academic concepts to students' experience (familiar ideas), by demonstrating the application of subjects and subject knowledge and skills, and by increasing learner independence in developing their own understanding and skills. The teacher manages the class so that all students have access to TLRs. For example, the teacher ensures students share resources within and between groups at different times in the lesson. The teacher provides opportunities for students to access TLRs after class: for example, by establishing a borrowing/lending system for books or a supervised period in the computer lab after school or as part of an extra-curricular activity. The teacher encourages students to make and/or identify TLRs as part of a classroom activity or after class. Students suggest resources that interest them and/or ways to access resources. For example, students may have access to an internet café, or connections with local businesses or cooperatives. Students can make resources for other students in their class or other classes. For example, students can create storybooks that tell important local stories (fact or fiction), maps of the local area or a school newspaper.

## **Standard 5. Engage in professional development**

### **Competence 5.1. Continually improve teaching and learning**

The teacher regularly assesses his or her own teaching and its impact on student learning. For example, the teacher uses the Teaching Competences to identify his or her current level of performance and his or her strengths and weaknesses. The teacher asks for regular feedback on their teaching from the school subject leader or school-based mentor. The teacher invites colleagues into their classrooms for informal lesson observations and uses formal lesson observations as an opportunity to solicit feedback on their teaching. The teacher asks students what activities they think are most helpful for learning, and he/she uses this information and information from student learning assessments to identify when teaching has been more or less effective. The teacher identifies his or her strengths/weaknesses and

priorities for improvement and makes plans to improve his or her teaching. These plans may include experimenting with different teaching approaches, asking colleagues for ideas and support, observing a colleague's lesson, reading a resource book, accessing resources online or attending a workshop or training session. The teacher applies what he or she has learned to his or her teaching, and assesses the impact on student learning.

### **Competence 5.2. Use CPD opportunities and resources**

The teacher uses a range of available CPD opportunities and resources at the school, in the sector, district and beyond. The teacher uses weekly CPD time to improve their professional knowledge and skills, and to plan for and assess teaching and learning in line with the school CPD plan and their own CPD plan. The teacher collaborates with CPD support personnel, including school subject leaders, directors of studies, school-based mentors and other colleagues with whom they can plan, teach and assess lessons and whom they can ask for guidance and support. The teacher completes required CPD courses and qualifications and shares his or her knowledge and skills with others. The teacher experiments with new approaches to teaching and learning. The teacher maintains a CPD plan and CPD portfolio. The teacher collaborates with teachers from other schools and sectors through sector- and district-level CPD and membership in professional associations.

### **Competence 5.3. Collaborate to plan and assess teaching and learning**

The teacher collaborates with colleagues at school to improve teaching and learning. For example, the teacher may work in subject teams in his or her school or sector to plan schemes of work and lessons and to identify or make resources. The teacher collaborates with colleagues to plan, teach and assess learning. For example, a group of teachers may plan a lesson together. Next, they may teach the lesson in pairs, or one teacher might observe the other teacher teaching the lesson. Teachers may help each other to assess student learning in class, or to review assessment results together after class and plan for further learning activities. The teacher may

work with other teachers who teach the same students across different subjects to identify how to provide extra support or challenge to students who need it.

## **Standard 6. Support student learning at school and in the community**

### **Competence 6.1. Communicate regularly with students' families**

The teacher provides regular and accessible information about student learning and guidance to support student learning to students and their families. The teacher works respectfully, creatively and flexibly to make sure that parents are informed and involved as far as possible. For example, the teacher holds parent-teacher meetings at school or attends community activities where they can meet with parents. The teacher communicates with parents through the School General Assembly and local community leaders. The teacher listens to parents' ideas and concerns regarding their children's learning, and involves parents in finding the best solutions for the student. The teacher collaborates with students and their families, the School General Assembly, school leaders and local community leaders to identify and address barriers to student participation and learning. For example, the teacher identifies and provides support to students who need it to travel to school, to see or hear in class, or to buy basic learning materials.

### **Competence 6.2. Ensure the school is clean, safe and welcoming for all**

The teacher works with others to ensure the school environment is clean and safe for all staff and students. The teacher models good behaviour at school by treating all staff, students and their families with respect at all times and complying with school rules and regulations. The teacher communicates school rules and regulations to students and their families and ensures that they comply. The teacher motivates students by praising and rewarding good behaviour. For example, the teacher may praise students who help other students informally or lead extra-curricular clubs

or activities. The teacher participates in the school improvement process, which includes meeting to review school strengths/weaknesses and planning and implementing improvements. Teachers involve students and families in these processes.

### **Competence 6.3. Provide extra-curricular activities and resources**

The teacher provides extra-curricular activities and resources to support student learning. These activities and resources are in line with the teacher's knowledge, skills and interests and the priorities of the students and the school. For example, the teacher might support a music group, a debating society, a school library, a homework club or a computer club. The teacher provides additional support for disadvantaged learners to access extra-curricular activities: for example, by encouraging them to take part and ensuring they have the time and materials to do so. The teacher identifies local resource people to assist with extra-curricular activities that link school learning to the cultural and economic life of the local community. For example, a teacher might invite people working in the local community to come to school and give talks or demonstrations of their work. Alternatively, a teacher might facilitate student visits to workplaces or educational institutions. The teacher supports students to lead extra-curricular activities that meet student interests such as sports, a school newspaper, or a young entrepreneurs club.

## Part 3. The National Teacher CPD System

**CPD system gap:** There is a need for guidance on how teachers improve their performance and on the roles of other stakeholders in supporting and supervising teacher CPD at the school, sector, district and national levels. There is a need to ensure teachers have time for CPD in their timetable.

The aim of teacher CPD is to improve teaching and learning. Many people — at the school, sector, district and national level — are united by this shared goal.

This section presents an overview of the current system to inform key stakeholders. It covers teacher CPD stages (pre-service, induction, etc.), the personnel and agencies responsible and the administrative and technical support structures for teacher CPD.

To improve the impact of teacher CPD on student learning, there is a need to ensure that the teacher CPD system is informed by teachers' performance, their classroom practice and their behaviour at school.

The Framework includes the Model of Teacher CPD in Rwanda (see Section 3.3 below). The model shows how regular assessment of teachers' classroom practice and behaviour at school can drive efficient and effective teacher CPD throughout the teacher CPD system. The model defines key processes and lines of communication within and between different levels of the system.

Lead roles for teacher CPD are identified at each level. These roles are filled by teachers, head teachers, sector education officers, and REB personnel. Supervisors and support people are defined at each level. For example, SEOs are supervised by DEOs or district directors of education (DDEs) and supported by peers through professional learning communities and capacity building activities provided by REB.

The responsibilities for each role are presented in the form of Standards and Competences. Like the Teacher Competences, these promote understanding of key duties and enable self-assessment and activity planning, monitoring and evaluation.

### This section includes

- **Overview of the teacher CPD system**
- **Administrative and technical support structures for teacher CPD**
- **Improving the impact of teacher CPD**
- **Roles and responsibilities for teacher CPD**

### 3.1 Overview of the teacher CPD system

**Table 1**, below, shows the different stages of CPD, and the agencies and institutions that lead and supervise CPD activities at each stage. For example, teacher training colleges (TTCs) provide pre-service teacher education for teacher trainees at pre-primary and primary levels. TTCs are led by the TTC leaders: the college principal and director of studies.

First-level supervision refers to the agency or institution responsible for overseeing, supporting and resourcing the provision of CPD in the first instance. For example, for TTCs, first-level supervision refers to SEOs and DEOs/DDEs who are responsible for ensuring standards are met and for providing necessary support and resources. They conduct quality assurance monitoring, establish professional learning communities among TTC leaders, and ensure TTCs have up-to-date materials, such as course books.

Second-level supervision refers to the agency that oversees and guides the first level. In the case of TTCs, it is the Rwanda Education Board that oversees the functioning of SEOs and DEOs/DDEs in delivering the CPD programme and provides them with professional support and resources.

Table 1. Stages of teacher CPD

CPD Stage	Led by	1 <sup>st</sup> level supervision	2 <sup>nd</sup> level supervision
Pre-service teacher education	Pre-service leaders	SEO/DEO/DDE	REB
School practice for trainee teachers	Pre-service tutors Host teachers HTs	Pre-service leaders/ SEO/DEO/DDE	REB
Induction for Newly Qualified Teachers	Pre-service tutors for demonstration schools School-based mentors HTs	Pre-service leaders/ SEO/DEO/DDE	REB
School-based CPD	HTs School-based mentors Directors of studies School subject leaders	SCC/DCC	REB
Sector- and district-level workshops	SEO/DEO/DDE Mentor trainers	REB	
Nationally accredited courses and qualifications	URCE, REB	REB	MINEDUC (Quality Assurance desk)

## 3.2 Administrative and technical structures for CPD

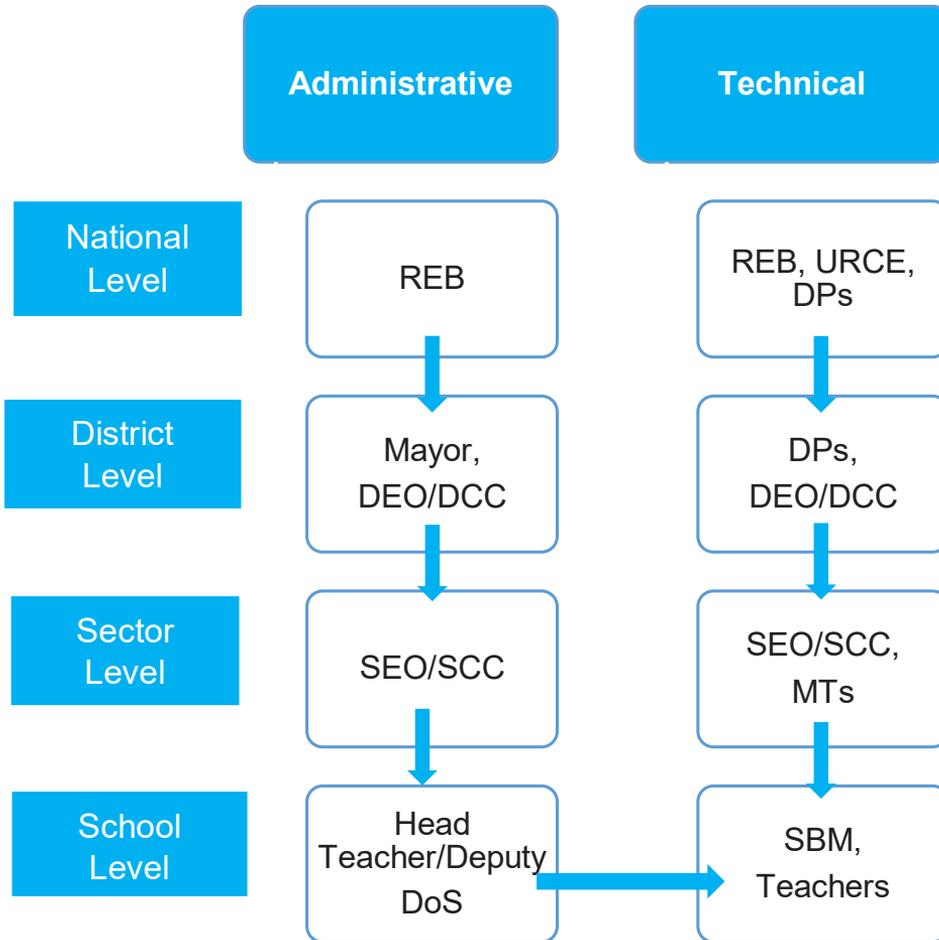
### Administrative support

Administrative support includes supervision, implementation, financing, monitoring and evaluation of CPD. At the school level, school-based mentors (SBMs) and mentor trainers report to and provide relevant data to the deputy head teacher (or head teacher, if no deputy is in place). School leaders provide supervision, financial support, and an appropriate timetable for CPD. The District Education Office and Sector Education Office provide managerial and administrative support, as they do for teachers. REB coordinates all administrative support at the national level, including by providing clear guidelines for accountability.

### Technical support

Technical support includes training and development, provision of materials, and encouragement of communities of practice for peer learning. REB coordinates training and development of SBMs using a cascade model, with support from Development Partners (DPs) and URCE. Materials and resources, such as laptops and manuals, are to be provided as technical support to SBMs with the assistance of DPs.

The administrative and technical support structures are shown in **Figure 6**, below.

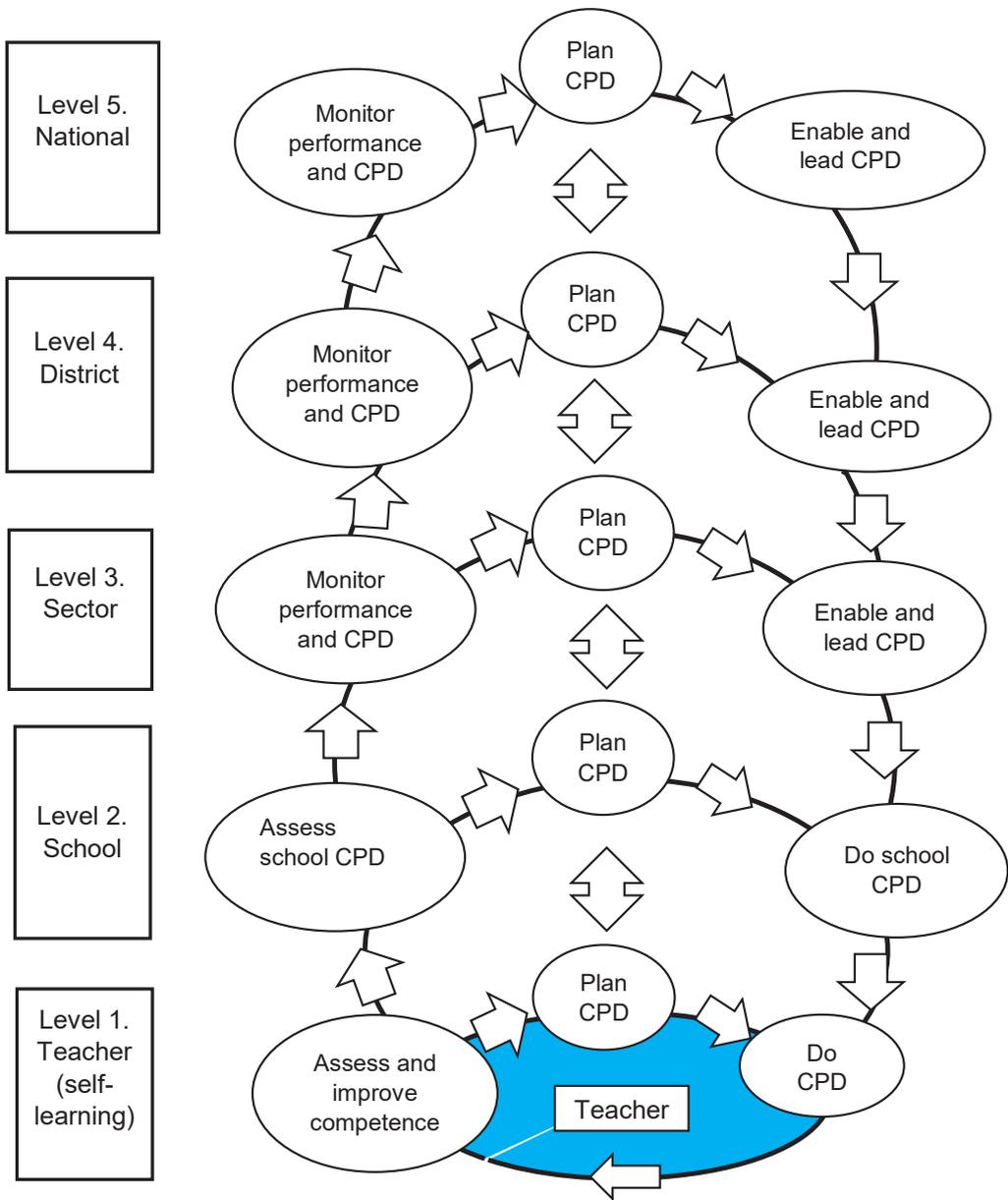


*Figure 6. Summary of Administrative and Technical Support, by Level*

### 3.3 The Model for Teacher CPD in Rwanda

Effective teacher CPD is informed by knowledge of teachers’ current level of classroom practice and behaviour at school.

This information is used by teachers and teacher CPD stakeholders and at the school, sector, district and national levels to plan, implement, monitor and evaluate teacher CPD.



*Figure 7. The Model for Teacher CPD in Rwanda*

**Figure 7**, on the next page, shows the five levels of the CPD system. The five levels are the teacher, school, sector, district and national levels. The diagram outlines the teacher CPD process at each level and how the levels are connected.

Teachers are at the centre of the system. Teachers engage in CPD by assessing their teaching and by planning and doing CPD activities. This process is shown in the green circle at the bottom of the diagram.

People at other levels of the system enable teacher CPD by ensuring teachers have appropriate time, resources and support to successfully engage in CPD.

The arrows on the diagram show information flow. So, at the teacher level, teachers use information about their competence to inform their CPD plan. The teachers' CPD plan guides teachers to undertake CPD activities. Learning from CPD informs improved competence.

The diagram also shows how information flows between levels. The double-headed arrow above "plan CPD" at the teacher level shows that teachers' CPD plan is also informed by the school CPD plan. The upward arrow above "assess and improve competence" shows how information about teacher performance from CPD can inform monitoring of teacher performance and CPD impact at the school level.

**Communication** is central to the CPD system. Information about teacher performance, CPD plans and activities is communicated between levels formally and informally. For example, teacher appraisal reports formally communicate teacher performance from school to sector to district and national levels. This information informs CPD plans at the school, sector, district and national levels. It is also used to assess how CPD activities at the school, sector, district and national levels impact teachers' classroom practice and behaviour at school.

Communication ensures that teachers' CPD needs are met as closely as possible. For example, teachers' CPD needs may be met by working with other teachers or a CPD support person at the school. School CPD plans highlight where further resources are needed. Such resources may be provided at the sector, district or national levels. It is this ongoing communication that makes the system **dynamic**, **efficient** and **effective**.

### 3.4 Personnel with responsibility for teacher CPD

Teachers are responsible for their classroom practice and behaviour at school in line with the Teacher Competences and the performance levels for their professional category. This includes Standard 5. Engaging in CPD.

#### Supervision and support for CPD

Head teachers (HTs) supervise teachers at school. They are responsible for ensuring that teachers achieve the Teacher Competences at expected levels. HTs are responsible for ensuring that teachers have sufficient time, resources and support for CPD at school. (See [head teacher responsibilities](#), below.) MINEDUC Quality Assurance also monitors teacher performance.

Every teacher is assigned a CPD support person, in addition to the informal support they exchange with colleagues. The CPD support person will be different for different teachers. Teacher trainees have a host teacher during their practicum and receive support from their TTC tutor. Newly qualified teachers have a school-based mentor. Junior, senior and master teachers may be assigned to support other teachers or be designated a school subject leader or deputy head teacher as a support person. (See below for more details on CPD support people.)

#### Responsibilities for teacher CPD

Teachers are responsible for engaging in continuous professional development to improve teaching and learning in their classes and at school. This core duty is included in the Teacher Competences, under Standard 5.

See the [Teacher Competence descriptions](#) for Standard 5 in Part 2 of this document (above) for more details. The following pages describe the reflective practice cycle and how teachers can apply it to improve their classroom practice and behaviour at school.

### 3.5 Reflective practice for teacher CPD

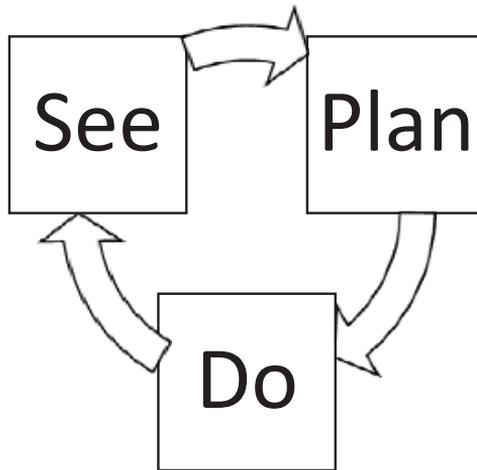
The way teachers teach can have a big impact on how learners learn. It is not enough just to present information to a class.

To help students learn, teachers must assess the impact of their teaching on student learning and make improvements based on their assessment findings. For example, teachers can ask students questions to check what they have understood. Teachers can observe students during an activity to see what they can do. Teachers should think about and try out ways to improve their instruction, and then assess learners' knowledge and skills to see how successful their teaching has been. This process is often called "reflective practice".

**Figure 8**, below, shows reflective practice as a cycle with three stages: see, plan and do. Teachers can follow the cycle in any order. For example, they may begin at the "do" stage, as they apply a new teaching method or activity that they have learnt. They can then "see" the impact that it has on student learning and make plans to adapt and improve it further.

The reflective practice cycle can be applied in different ways during school practice, induction and as part of school-based CPD. For example, trainees or newly qualified teachers (NQTs) are supported to write lesson plans as a guide for teaching (plan). They are observed and receive feedback (see). They use this feedback to improve their lesson plans (plan), and they put the new plans into practice (do). During each cycle, their understanding and practice improves.

The key for CPD is supporting teachers to make regular links between knowledge and practice. With enough guided practice, reflective thinking becomes a habit and teachers drive their own development.



*Figure 8. Reflective practice cycle*

### Reflective practice to improve teaching and learning

#### See

Teachers can use the teacher CPD record ([Appendix 1](#)) and the Teacher Competence descriptions and coaching questions to observe, think and talk about teaching. This will help them to know their current level of performance and their strengths and weaknesses. For example, teachers can read the Teacher Competence descriptions and consider which things they do, how often and how these actions impact student learning.

Teachers can invite their CPD support person or a colleague to observe their teaching. Teachers can ask the observer to focus on one Standard or Competence in particular, or to look in general at what happens in the lesson. Teachers can ask the students in their classes what activities they find most helpful for learning or what they would like to do more or less of. They can discuss the coaching questions with their CPD support person or a colleague, and try and think of specific examples from their practice.

## Communicate for improvement

Information about teachers' performance levels should be shared at the school level. CPD resource people (deputy head teacher, school subject leader, school-based mentor) can meet to do this, and to make a school CPD plan.

This is so that school CPD makes best use of the teachers at school. For example, teachers who are skilled at giving instructions can share this practice with others through inviting colleagues into the classroom, co-teaching or making a video of a section of the teachers' lesson to show others.

## Plan

Teachers can use the CPD Plan ([Appendix 3](#)) as a template for making plans SMART (specific, measurable, achievable, realistic and time-bound). Plans may include experimenting with different teaching approaches, asking colleagues for ideas and support, observing a colleague's lesson, reading a resource book, accessing resources online or attending a workshop or training session. For example, the teacher may invite other teachers to observe his or her lesson to show how he or she uses questions in class. Alternatively, the teacher may work with another teacher to learn more routines for saving time in class. See [Appendix 2: Activities for Teacher CPD](#) for more ideas.

## Do

Teachers undertake the activities they have planned. They can adapt their plans if they discover the activity is not effective or if they find something better. Teachers collect evidence of the activity's effectiveness in their portfolio. For example, they might include in their portfolio the feedback they received from the teacher who observed their lesson using questions, and/or a photo of the lesson observation. The teacher applies what he or she has learnt to their teaching, and assesses the impact on student learning. See [Appendix 4: Teacher CPD Portfolio](#) for guidance.

## **See (again)**

Here the cycle begins again. Teachers look at their teaching using the Teacher Competences as a guide. They can assess student learning to see if new practices have had an impact on learning. Evidence of improvement can be stored in their portfolio. Such evidence can include lesson observation forms, student assessment data, comments from the CPD support person or other teachers, lesson plans, etc.

### **3.6 Teacher CPD support people at school**

CPD support people guide teachers to assess their teaching, and to plan, do and review CPD. They communicate with others to coordinate teacher CPD at the school and sector levels. For example, a CPD support person might identify areas where teachers can help each other at school (or areas where teachers at different schools can help each other) and request further resources where needed.

Different schools have different support roles for CPD within their organisational structures. For example, not all schools have deputy head teachers or school-based mentors. In this section, we indicate the responsibilities that CPD support people can take on, under the supervision of the head teacher.

#### **Director of studies**

In schools with a director of studies (DoS), the DoS typically assumes responsibility for CPD under the supervision of the head teacher. Their responsibilities may include to:

- supervise CPD and provide/identify further resources and guidance where necessary;
- approve CPD plans, and forward to the head teacher;
- assist the head teacher in preparing and analysing reports in a timely manner;

- conduct lesson observations, team meetings, model lessons and training as part of the school CPD plan; and
- Teach courses (six periods or 240 minutes per week) to allow the SBM to have a reduced load and serve as an instructional model.

### School subject leaders

School subject leaders offer guidance and leadership to teachers of their subject. They are available to offer individual guidance where needed. They work with teams of teachers to:

- plan schemes of work and lessons;
- access or create resources, including learning assessments; and
- plan, do and review CPD activities, including planning and teaching model lessons, conducting peer lesson observations, or co-teaching.

### School-based mentors

School-based mentors (SBMs) are selected at each public/government-aided school. There is at least one mentor per school. Private and technical schools are encouraged to follow suit. SBMs have a half-time teaching timetable (15 hours), allowing half-time for mentoring responsibilities.

Mentors assist head teachers and directors of studies to plan, implement and review CPD at the school level through the following activities:

- assess teachers' competence by using teacher self-assessment, lesson observations, or colleague and learner surveys;
- assist teachers to identify strengths and areas for development;
- prepare, monitor and evaluate teachers' CPD plan;
- promote the sharing of good practice between teachers through organising and facilitating a range of CPD activities, such as workshops, collaborative planning and teaching, and a peer

observation schedule; and

- assist head teachers to prepare, monitor and evaluate their school's CPD plan.

SBMs also provide training and workshops to help teachers improve their English language skills, language teaching and learning strategies, and pedagogy for competence-based teaching and learning.

SBMs support newly qualified teachers during their induction period. The SBM introduces the NQT to the school environment, school structure, activities and the school community. He or she supports the NQT to understand their strengths and areas for improvement and to plan, do and monitor CPD. This support helps to ensure the NQT has a successful probation period and progresses to licensing as a professional teacher.

### Host teachers

Teacher trainees attend schools for periods of “school practice”. They are assigned a host teacher with whom they work closely to learn about and gain practice in lesson planning, teaching and assessment.

### Teachers

Teachers support other teachers' CPD informally and formally in many ways. Even informal conversations about teaching and learning can provide teachers with new ideas and friendly support. More formally, teachers may have CPD plans that include helping other teachers' CPD as part of their plan. For example, if a teacher has a strength that other teachers should develop, such as planning lessons, they may support other teachers in this area. Senior and master teachers are expected to support other teachers' CPD as part of their core duties.

### 3.7 Head teacher CPD responsibilities

Head teachers are responsible for CPD at school (Level 2 in the Model for Teacher CPD described above). They ensure that teachers' classroom practice and behaviour at school is in line with the Teacher Competences

and expected levels, and that teachers have sufficient time, resources and support for CPD.

## Support and supervision

Head teachers may be assisted by directors of studies, school subject leaders, school-based mentors and teachers. Head teachers are encouraged to join professional learning networks. Head teachers are members of sector or district CPD committees.

Primary and secondary school head teachers are supervised by the sector education officer (SEO) as well as by the district director of education (DDE) and the district education officer (DEO). The school general assembly committee (SGAC), which includes student, teacher and parent representatives, provides another means of oversight. In the case of private or combined public/private schools, school owners may also supervise head teachers. MINEDUC Quality Assurance also monitors the performance of head teachers.

## Standards and Competences for teacher CPD

Head teachers' responsibilities for teacher CPD are presented below in the form of standards and competences. These can be used to monitor and evaluate CPD at school. For example, head teachers can use them as a checklist to understand their responsibilities and to plan activities. They can also use the list to identify strengths and weaknesses and plan improvements.

Teachers, SGAC members, SEOs, and DEOs may use the standards and competences to understand head teachers' responsibilities. The standards and competences should be included in head teachers' performance contracts and monitored by SEOs, DEOs and MINEDUC Quality Assurance.

## **Standard 1. Enable teacher CPD at school**

- 1.1. Ensure teachers have time for CPD
- 1.2. Ensure teachers have support for CPD
- 1.3. Ensure teachers have resources for CPD

## **Standard 2. Monitor teacher performance**

- 2.1. Establish performance contracts with all teachers
- 2.2. Monitor teacher classroom practice and behaviour at school
- 2.3. Appraise teachers annually to identify strengths and areas for improvement

## **Standard 3. Lead school CPD**

- 3.1. Coordinate school CPD planning
- 3.2. Oversee implementation and monitoring of school CPD
- 3.3. Communicate about and report on CPD at the school, sector and district levels

## **Teacher CPD Competence descriptions for head teachers**

### **Standard 1. Enable teacher CPD at school**

#### **1.1. Ensure teachers have time for CPD**

Head teachers include CPD hours in the school timetable for all teachers (two periods or 80 minutes per week is the recommended minimum). Head teachers plan for CPD days at the start or end of school holidays. This time is used for instructional planning, CPD planning and CPD activities.

#### **1.2. Ensure teachers have support for CPD**

Head teachers ensure that each teacher has a CPD support person who assists the teacher to informally assess their teaching and to plan, do and review CPD. The head teacher ensures that CPD support people meet regularly to coordinate CPD at the school level. For example, CPD support

people should meet to review the strengths and weaknesses of all teachers at the school and to plan CPD at the school. The head teacher promotes informal opportunities for collaboration and sharing between teachers. For example, the head teacher provides opportunities for teachers to work together to plan, teach and assess teaching and learning.

### **1.3. Ensure teachers have resources for CPD**

Head teachers ensure that teachers use resources to improve teaching and learning that are relevant to the teacher and their students. Resources closest to the teacher are identified first, which increases the efficiency and effectiveness of CPD. For example, a head teacher might engage other teachers in the school or in the sector to help a teacher before requesting support from further afield. Resources may include other teachers at the school who can share experiences, ideas, resource books, videos, training sessions or workshops. Head teachers communicate with SEOs to promote creation and sharing of resources between schools in the sector. For example, SEOs might facilitate the sharing of videos of model teaching.

## **Standard 2. Monitor teacher performance**

### **2.1. Establish performance contracts with all teachers**

Head teachers sign annual performance contracts with teachers that contain targets for classroom practice and behaviour at school. Head teachers use the Teacher Competences and performance levels to identify the Standards, Competences and performance levels expected of each teacher.

### **2.2. Monitor teacher classroom practice and behaviour at school**

Head teachers monitor teacher classroom practice and behaviour at school through formal and informal meetings with the teacher, lesson observations and student surveys. See [Appendix 5: Teacher Competence Assessment Methods](#) and [Appendix 6: Lesson Evaluation Sheet](#) for guidance.

## **2.3. Appraise teachers annually to identify strengths and areas for improvement**

Head teachers appraise teachers annually using the information they have from monitoring teachers' performance throughout the year, as well as other information, such as student assessment data. Head teachers report the results of teacher annual appraisals to sector or district education officers. See **Part 4: Teacher Career Framework and Appraisal** for guidance.

### **Standard 3. Lead school CPD**

#### **3.1. Coordinate school CPD planning**

Head teachers coordinate the school CPD committee to plan CPD based on teacher performance data and sector-, district- and national-level CPD plans. The school CPD committee includes CPD support people at the school and the SEO.

#### **3.2. Oversee implementation and monitoring of school CPD**

Head teachers oversee the implementation and monitoring of school CPD, using the school CPD plan and formal and informal meetings with CPD support people. The head teacher encourages the adaption of CPD plans if there is good reason for doing so.

#### **3.3. Communicate about and report on CPD at the school, sector and district levels**

Head teachers work with the sector or district CPD committee to plan sector-/ district-level CPD. They share the strengths and priorities for development of teachers in their school, and seek further resources and support where needed. The head teacher communicates information from the district and sector to teachers and vice versa. The head teacher completes CPD reports, which detail CPD aims, activities and outcomes.

### 3.8 Sector education officer teacher CPD responsibilities

Sector education officers oversee CPD in primary and secondary schools and are responsible for CPD at the sector level, Level 3 on the Model for Teacher CPD in Rwanda.

#### Support and supervision

Sector education officers work closely with other sector education officers within their district. They exchange support through professional learning networks. They maintain close communication with community leaders, head teachers and teachers, and they chair the sector education and sector CPD committee. There are two mentor trainers in each sector who are resource people for sector-level trainings.

Sector education officers are supervised by district education officers and the district director of education. MINEDUC Quality Assurance also monitors their performance.

#### Standards and Competences for teacher CPD

Sector education officers' responsibilities for teacher CPD are presented below in the form of standards and competences. These can be used to monitor and evaluate CPD at sector level. For example SEOs can use them as a checklist to understand their responsibilities and plan activities. They can also use the list to identify strengths and weaknesses and plan for improvements.

The following standards and competences can be used to plan, monitor and evaluate CPD at sector level. For example sector education officers can use them as a checklist to understand their responsibilities and plan activities.

Teachers, head teachers, the SGAC, and district education officers may use the checklist to know SEOs responsibilities. The standards and competences should be included in SEOs performance contracts and formally monitored by DEOs.

### **Standard 1. Enable teacher CPD in schools and in the sector**

- 1.1. Ensure teacher CPD is in performance contracts and development plans
- 1.2. Provide capacity building for teacher CPD
- 1.3. Ensure time, resources and support for teacher CPD

### **Standard 2. Monitor performance and CPD at the sector level**

- 2.1. Compile teacher performance data
- 2.2. Monitor and evaluate head teacher CPD competences
- 2.3. Collect and analyse school and sector CPD reports

### **Standard 3. Lead sector CPD**

- 3.1. Collaborate to plan sector CPD
- 3.2. Oversee implementation and monitoring of sector CPD
- 3.3. Communicate about and report on CPD at the school, sector, and district levels

## **Teacher CPD Competence descriptions for SEOs**

### **Standard 1. Enable teacher CPD in schools and in the sector**

#### **1.1. Ensure teacher CPD is in performance contracts and development plans**

SEOs ensure that teachers have performance contracts that detail Teacher Competences and performance levels. SEOs ensure that head teachers' performance contracts include the teacher CPD standards and competences for head teachers (see Section 3.7 above). SEOs ensure that teacher CPD with specific targets for improving teachers' performance is included in the school development plan.

## 1.2. Provide capacity building for teacher CPD

SEOs ensure that teachers, CPD support people and HTs have information, resources and support for teacher CPD. They circulate useful documents (like this Framework), hold meetings and workshops, and establish professional learning networks. SEOs support head teachers to monitor and evaluate teacher performance through appraisal. For example, they offer workshops on how to conduct lesson observations and opportunities to standardise performance ratings. They ensure that head teachers complete and submit reports on time.

## 1.3. Ensure time, resources and support for teacher CPD

SEOs monitor teacher CPD at schools to ensure that teachers have time for CPD, access to CPD support people and resources for CPD. SEOs do this by checking the school timetable, asking the head teacher and teachers, and reviewing CPD reports. The SEO works with the head teacher to address issues and find solutions. For example, SEOs link teachers between schools and plan non-teaching days at school for CPD.

## **Standard 2. Monitor performance and CPD at the sector level**

### 2.1. Compile teacher performance data

SEOs receive teacher appraisal reports from the school, and compile them at the sector level. They compile and analyse teacher performance data to understand the performance levels and the strengths and weaknesses of teachers in their sector.

### 2.2. Monitor and evaluate head teacher CPD competences

SEOs use the teacher CPD Standards and Competences for head teachers to monitor head teachers' performance in relation to teacher CPD. They identify best practices and ensure these are shared between head teachers in the sector and district. They identify weaknesses and ensure they are addressed by providing additional support or resources to head teachers.

## **2.3. Collect and analyse school and sector CPD reports**

SEOs monitor school CPD activities by collecting and analysing school CPD reports. They identify which activities have been most effective. They communicate this information to head teachers and CPD support people at schools.

### **Standard 3. Lead sector CPD**

#### **3.1. Collaborate to plan sector CPD**

SEOs coordinate the sector CPD committee to plan sector-level CPD based on teacher performance data, school CPD plans and district/national priorities. They encourage sharing of best practices between schools at the sector level. For example, they plan workshops where teachers can share practices or ideas related to a priority area, arrange for teachers from one school to visit another school, or make videos of best practices in the sector to share with teachers from different schools.

#### **3.2. Oversee implementation and monitoring of sector CPD**

SEOs monitor sector CPD activities by collecting and analysing sector CPD reports. They identify which activities have been most effective in improving teachers' performance. They communicate this information to head teachers, CPD support people at schools and other SEOs.

#### **3.3. Communicate about and report on CPD at the school, sector and district levels**

SEOs work within district CPD committees to communicate with other SEOs and their DEO/DDE to share best practices and to request resources and support from the district level. SEOs communicate information from district to school, as necessary and vice versa.

### 3.9 District education officer teacher CPD responsibilities

District education officers oversee teacher CPD in primary and secondary schools. They oversee teacher CPD in the sectors of their district and lead CPD at the district level, Level 4 of the Model of Teacher CPD in Rwanda.

#### Support and supervision

District education officers work closely with other district education officers within their district and nationwide as part of a professional learning network. They maintain close communication with SEOs, head teachers and teachers, and they chair district CPD committees.

There are two mentor trainers in each sector who are resource people for district level trainings. Teacher Training Colleges and Development Partners may offer additional resource and support for teacher CPD at the district level. REB provides capacity building for DEOs/DDEs.

DEOs are supervised by DDEs, REB and MINALOC.

#### Standards and Competences for teacher CPD

The following standards, competences and descriptions can be used to plan, monitor and evaluate CPD at district level. District education officers can use the competences to understand their responsibilities and plan activities for CPD. The competences should be included in district education officers' performance contracts and formally monitored by DDEs.

##### **Standard 1. Enable teacher CPD in schools, sectors and the district**

- 1.1. Ensure teacher CPD is in performance contracts and development plans for schools and sectors in his/her district
- 1.2. Provide capacity building for teacher CPD
- 1.3. Ensure time, resources and support for teacher CPD

## **Standard 2. Monitor performance and CPD at the district level**

- 2.1. Compile teacher performance data
- 2.2. Monitor and evaluate teacher CPD
- 2.3. Collect and analyse school, sector, and district CPD reports

## **Standard 3. Lead district CPD**

- 3.1. Collaborate to plan district CPD
- 3.2. Oversee implementation and monitoring of district CPD
- 3.3. Communicate about and report on CPD

## **Teacher CPD Competence descriptions for DEOs/DDEs**

### **Standard 1. Enable teacher CPD in schools, sectors, and the district**

#### **1.1. Ensure teacher CPD is in performance contracts and development plans for schools and sectors in his/her district**

DEOs/DDEs ensure that teachers have performance contracts that detail Teacher Competences and performance levels. DEOs/DDEs ensure that head teacher and SEO performance contracts include the teacher CPD standards and competences (see Sections 3.7 and 3.8 above). DEOs/DDEs ensure that teacher CPD with specific targets for improving teachers' performance is included in school and sector development plans.

#### **1.2. Provide capacity building for teacher CPD**

DEOs/DDEs ensure that teachers, CPD support people, head teachers and SEOs have information, resources and support for teacher CPD. They circulate useful documents (like this Framework), hold meetings and workshops, and establish professional learning networks. DEOs/DDEs support head teachers to monitor and evaluate teacher performance through appraisal. For example, they offer workshops on conducting lesson observations and opportunities to standardise performance ratings. They ensure that head teachers complete and submit reports on time.

### 1.3. Ensure time, resources and support for teacher CPD

DEOs/DDEs monitor teacher CPD at schools and in sectors to ensure that teachers have time for CPD, access to CPD support people, and resources for CPD. DEOs do this by checking the school timetable, asking the head teacher and teachers, and reviewing CPD reports. The DEO/DDE works with head teachers and SEOs to address issues and find solutions. For example, DEOs/DDEs might share an example from one sector of a school timetable/calendar that provides for CPD with another sector.

## Standard 2. Monitor performance and CPD at the district level

### 2.1. Compile teacher performance data

DEOs/DDEs receive teacher appraisal reports from the sectors and compile them at the district level. They analyse teacher performance data to understand the performance levels, strengths and weaknesses of teachers in their district.

### 2.2. Monitor and evaluate teacher CPD

DEOs/DDEs use the teacher CPD Standards and Competences for head teachers and sector education officers to monitor performance in relation to teacher CPD. They identify strengths and ensure these are shared among head teachers and SEOs in the district. They identify weaknesses and ensure they are addressed by providing the head teacher with additional support or resources.

### 2.3. Collect and analyse school and sector CPD reports

DEOs/DDEs monitor school and sector CPD activities through collecting and analysing school and sector CPD reports. They identify which activities have been most effective. They communicate this information to head teachers, CPD support people at school and SEOs.

## **Standard 3. Lead district CPD**

### **3.1. Collaborate to plan district CPD**

DEOs/DDEs coordinate the district CPD committee to plan district-level CPD based on teacher performance data, school and sector CPD plans and district/national priorities. They encourage sharing of good practice between schools and sectors. For example, they plan district workshops where teachers, CPD support people or SEOs share practices or ideas related to a priority area, arrange visits between schools or sectors, or arrange for videos of best practices to be made to share among schools.

### **3.2. Oversee implementation and monitoring of district CPD**

DEOs/DDEs monitor district CPD activities through collecting and analysing district CPD reports. They identify which activities have been most effective in improving teachers' performance. They communicate this information to head teachers, to CPD support people at schools and to SEOs.

### **3.3. Communicate about and report on CPD**

DEOs/DDEs work within national-level CPD committees to communicate with other DEOs/DDEs to share best practices and to request resources and support. DEOs/DDEs communicate information from district to sector and school as necessary, and vice versa.

### **3.10 REB responsibilities for teacher CPD**

The Rwanda Education Board/Department for Teacher Development and Management Career Guidance and Counselling (TDM/CGC) are responsible for teacher CPD countrywide. This is Level 5 of the Model for Teacher CPD in Rwanda.

REB monitors teachers' performance and CPD at school, sector and district levels by compiling teacher appraisal data and CPD reports. REB coordinates with Development Partners to plan, implement, monitor and evaluate CPD to ensure it meets the needs of teachers and impacts on teachers' practice and student learning.

## Support and supervision

REB co-chairs and is assisted by the Teacher Professional Development Technical Working Group and associated Task Forces with representatives from the University of Rwanda College of Education and key development partners. REB is supervised by the Ministry of Education.

## Standards and Competences for teacher CPD

The following competences and descriptions can be used to plan, monitor and evaluate CPD at national level. Staff at REB can use the Competences to communicate their responsibilities and plan activities for CPD. MINEDUC Quality Assurance can use the Standards and Competences to oversee teacher CPD countrywide.

### **Standard 1. Enable teacher CPD in schools, in sectors, in districts and countrywide**

- 1.1. Ensure teacher CPD activities are in performance contracts and development plans
- 1.2. Provide capacity building for teacher CPD
- 1.3. REB in collaboration with the districts ensure time, resources and support for teacher CPD

### **Standard 2. Monitor performance and CPD countrywide**

- 2.1. Compile teacher performance data
- 2.2. Monitor and evaluate teacher CPD in districts and countrywide
- 2.3. Collect and analyse school, sector and district CPD reports

### **Standard 3. Lead countrywide CPD**

- 3.1. Collaborate to plan countywide CPD
- 3.2. Oversee implementation and monitoring of countrywide CPD
- 3.3. Communicate about and report on CPD

## **Teacher CPD Competence descriptions for the Rwandan Education Board**

### **Standard 1. Enable teacher CPD in schools, in sectors, in districts and countrywide**

#### **1.1. Ensure teacher CPD activities are in performance contracts and development plans**

REB communicates with appropriate ministries and district officials to ensure that teacher CPD is included in performance contracts and school, sector and district development plans. REB oversees DEOs/DDEs and SEOs to ensure that teachers have performance contracts that detail Teacher Competences and performance levels. REB communicates with appropriate ministries to ensure that DEO/DDE, SEO and HT performance contracts include the teacher CPD standards and competences for each role (see above). REB ensures that teacher CPD activities with specific targets for improving teachers' performance are included in the school, sector and district development plans.

#### **1.2. Provide capacity building for teacher CPD**

REB ensures that teachers, CPD support people, head teachers, SEOs and DEOs have information, resources and support for teacher CPD. REB circulates useful documents (like this Framework), holds meetings/workshops and establishes professional learning networks. REB uses performance monitoring data to identify strengths to share within the system. For example REB might identify good practices at the district, sector or school level to be championed. REB identifies areas for improvement and provides additional resources and support where needed.

REB ensures that head teachers are enabled to monitor and evaluate teacher performance through appraisal. For example, REB coordinates workshops on conducting lesson observations and opportunities to standardise performance ratings. REB ensures that head teachers complete and submit reports on time, through supervision at sector and district level.

REB provides training and ongoing support to head teachers, SEOs and DEOs/DDEs to use the Teacher Competences for valid and reliable assessment. Such training will cover giving objective and sensitive feedback. Ongoing standardisation exercises between head teachers, SEOs and DEOs/DDEs ensure that teachers' experience of appraisal and the ratings being awarded are consistent.

### **1.3. REB in collaboration with the districts ensure time, resources and support for teacher CPD**

REB oversees teacher CPD in schools, sectors and districts to ensure that teachers have time for CPD, access to CPD support people and resources for CPD. REB does this by receiving reports and holding regular meetings with DEOs. REB encourages sharing between districts to identify and share strengths and address weaknesses. For example, REB might hold a teacher conference to showcase positive examples of CPD nationwide.

## **Standard 2. Monitor performance and CPD countrywide**

### **2.1. Compile teacher performance data**

REB receives summary reports on teacher appraisal from the districts and compiles them at the national level. REB analyses teacher performance data to understand teacher performance levels and the strengths and weaknesses of teachers nationwide. REB uses this data to evaluate the impact of CPD activities on teachers' classroom practice and behaviour at school and to identify priorities for CPD.

## **2.2. Monitor and evaluate teacher CPD in districts and countrywide**

REB provides the teacher CPD Standards and Competences to DEOs to monitor the performance of the teacher CPD system at the district and national levels. REB identifies strengths and ensures that these are shared among DEOs. REB identifies weaknesses and ensures that they are addressed by providing or facilitating additional support or resources to DEOs/DDEs.

## **2.3. Collect and analyse school, sector and district CPD reports**

REB monitors CPD activities by collecting and analysing district CPD reports. REB identifies which activities have been most effective, and communicates this information to DEOs.

### **Standard 3. Lead countywide CPD**

#### **3.1. Collaborate to plan countrywide CPD**

REB co-chairs the Teacher Development and Management Technical Working Group to oversee teacher CPD and to plan national-level CPD based on teacher performance data; school, sector and district CPD plans; and national priorities.

#### **3.2. Oversee implementation and monitoring of countrywide CPD**

REB oversees implementation and monitoring of countrywide CPD. This includes the school-based mentoring programme, and programmes run by Development Partners. REB assesses the impact of CPD on teachers' classroom practice and behaviour at school. REB collects and analyses CPD monitoring reports from districts to identify strengths and areas where improvement is needed.

### 3.3. Communicate about and report on CPD

REB uses formal and informal communication channels to inform stakeholders of teachers' strengths and priorities for improvement; share positive examples of teacher classroom practice and behaviour at school; share positive examples of school, sector, district and national level CPD; and share areas of learning.

## Part 4. Teacher Career Framework and Appraisal

**System gap:** There is a need to link Teacher Competences to the teacher career framework and appraisal system so that appraisal functions to improve teaching and learning.

Staff throughout the education sector are skilled at using logical frameworks to plan, implement, monitor and evaluate their activities. At present, teacher performance is rarely included in performance contracts or development plans either as a measure of educational quality or as an outcome of CPD.

The Teacher Statutes introduce three categories of teachers. These are junior, senior and master teacher. The Teacher Statutes provide for annual appraisal of teachers, which is to include performance assessment.

The National Teacher CPD Framework complements the Teacher Statutes by defining Teacher Competences and levels of performance for each category of teacher. These are presented in the form of a chart for quick reference (see **Table 2**, next page). Teacher profiles, with additional detail on teacher performance including progression within categories, are also included (see Section 4.3 below). The Framework provides guidance on the process of annual teacher appraisal and methods of assessment.

### This section includes

- **The teacher career framework**
- **The teacher appraisal overview and process**
- **Teacher profiles**

#### 4.1 The teacher career framework

The table below shows the categories for professional teachers from junior to master teacher. The table includes trainee teachers and newly qualified teachers. It is organised like a ladder, climbing from the bottom to the top. For each category, the table indicates the years of teaching service required

to begin the category and the minimum required to complete the category. For example, junior teachers have been teaching for a minimum of one year as newly qualified teachers. They serve for at least three years as junior teachers before they can be promoted to senior teacher. This is written as 1-3+ years for junior teachers. The + symbol shows that teachers may serve for more than the minimum years within that category. This is because promotion is dependent on demonstrating the necessary level of competence.

For each category, the expected performance level for each competence and minimum qualifications are also included. See **Figure 5** (on page 9) for performance level descriptions. The points at which teachers are appraised are presented in the white rows, along with the personnel responsible.

**Table 2. Teacher career progression and appraisal points**

<b>Professional level or category</b>	<b>Performance Level</b>	<b>Minimum qualifications and years of service</b>	<b>1<sup>st</sup> and 2<sup>nd</sup> responsible</b>
Appraisal to determine promotion			DDE/DEO/REB
Annual appraisal			SEO/DDE/DEO
<b>Head teacher</b>	Leadership level	9+ years teaching service	
Appraisal to determine promotion			SEO/DEO/REB
Annual appraisal			HT/SEO/DEO
<b>Master teacher</b>	Outstanding	6-9+ years teaching service	
Appraisal to determine promotion			SEO/DEO/REB
Annual appraisal			HT/SEO/DEO
<b>Senior teacher</b>	Very good	3-6+ years teaching service	
Appraisal to determine promotion			SEO/DEO/REB
Annual appraisal			HT/SEO/DEO
<b>Junior teacher</b>	Good	Teaching license 1-3+ years teaching service	

Licensing and registration			REB
Probation appraisal for NQTs			HT/SEO/DEO
<b>Newly qualified teacher</b>	Basic	Teaching Certificate, diploma or B.Ed. from pre-service	
Recruitment for induction			DEO/MINALOC
Final assessment and certification pre-service teacher education			Pre-service/REB
<b>Trainee teacher</b>	School leaver competences	Senior 3 national exam pass	
Entry to pre-service teacher education			Pre-service institute /REB

## 4.2 Teacher appraisal

Teachers, like all public servants in Rwanda, are appraised annually on their performance. This is done to make sure that good performance is recognised and shared, and poor performance is addressed. In addition, teachers must demonstrate performance at the expected level to be promoted to higher categories (for example, from junior to senior teacher). Teachers must serve a minimum of three years in a professional category before they can apply for promotion.

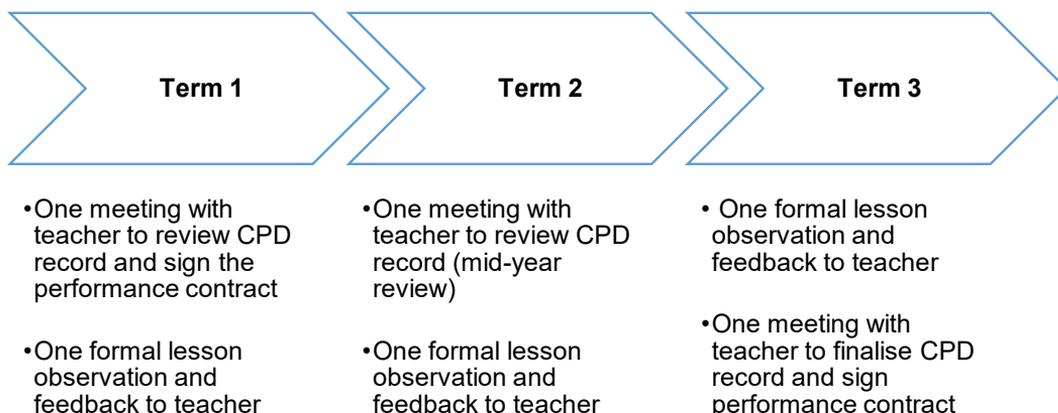
Teachers' performance is assessed by HTs as part of annual appraisal. This is primarily a summative assessment, because the aim is to make a judgement of the teacher's performance level. However, information from the appraisal of teachers' performance can also be used formatively to inform CPD planning.

Appraisal must be approached with great care to ensure fair, valid and reliable judgements that teachers and other stakeholders can trust. Educational managers must strive to ensure that teachers are equally able to perform, and that actual working conditions are taken into account when making judgements on teachers' performance.

There are a range of methods that can be used to assess teachers' competence. Using different methods, regularly and over time, will provide an accurate picture of teachers' competence level. A single lesson observation is not enough! For the final rating, the head teacher or SEO can look at the ratings teachers have gained during lesson observations that year (at least three formal lesson observations). They also interview the teacher and ask the teacher to present their self-assessment CPD record and portfolio. They bring the ratings together to give teachers an overall rating.

If the assessment is part of appraisal, teachers should understand the purpose and process, and feel it is fair and ultimately supportive in helping them to improve teaching and learning and achieve their professional goals.

**Figure 9**, below shows the process of teacher appraisal in schools.



**Figure 9. Teacher appraisal process**

### 4.3 Teacher profiles

In this section, profiles for different grades and categories of teacher are presented. This information is meant to guide CPD and assessment planning. For each category, the CPD stage and focus and a progression chart showing the expected performance level are provided. A brief outline of CPD and appraisal activities for the category is also included, along with sample CPD courses.

## Applicant to pre-service teacher education

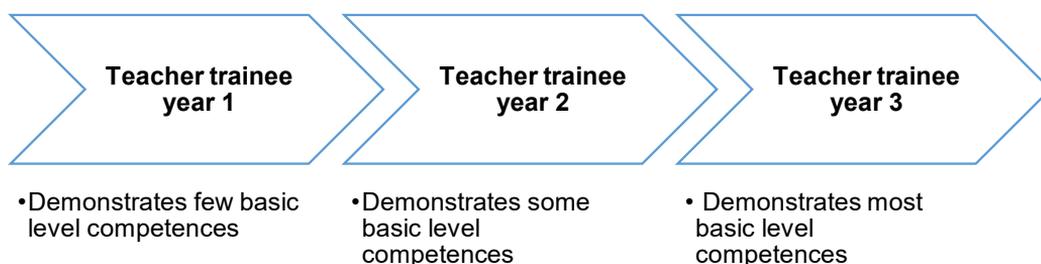
Applicants may be school-leavers, or mid-career changers. Applicants will normally have completed school up to grade 9/12. To be successful, applicants must demonstrate school leaver competences. **Access courses** may be offered by TTCs, pre-service institutes or Development Partners to support disadvantaged applicants to develop school-leaver competences.

## Teacher trainee

CPD: Pre-service teacher education

*Towards basic level competence*

### Progression chart



### Stage description

Trainees undertake pre-service teacher training full-time at accredited institutes or part-time through a distance learning programme. During pre-service teacher education, trainees take part in a structured learning programme that includes taught courses, self-study and two supervised periods of school practicum. Trainees use the Teacher Competences and development record to establish their portfolios. They make CPD plans to guide them through practicum periods.

### Appraisal

Trainees are assessed through written and oral examinations, observed teaching, and continuous assessment, including a review of the portfolio

and self-assessment of competence. To become certified, trainees must demonstrate the competences required of a beginning newly qualified teacher.

## Newly qualified teacher

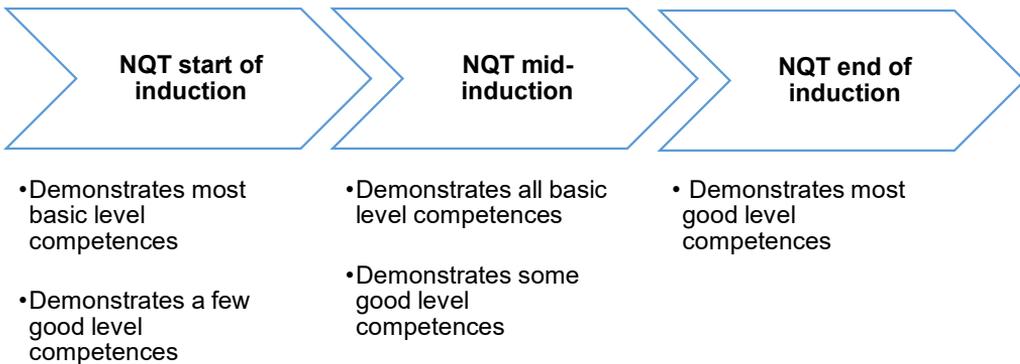
CPD: Induction and probation

*From basic level to good level competence*

Example CPD courses

- School orientation
- School-based CPD
- Classroom management
- Course and lesson planning

### Progression chart



### Stage description

Newly qualified teachers (NQTs) have successfully completed pre-service teacher education and gained certification from an accredited teacher training college or institute. At entry level, NQTs demonstrate good level professional knowledge in relation to a limited range of situations. Professional practice may be at the basic level.

NQTs complete a minimum of a one-year induction period in school. During induction, NQTs are closely supervised and supported by an NQT mentor.

The focus of CPD is on building basic level practice competences. NQTs have a reduced teaching timetable to allow them to observe colleagues and co-plan and co-teach. Where possible, they also collaborate with colleagues/mentors to plan and review their own lessons. With support, NQTs may lead workshops to update colleagues on approaches learnt during pre-service. They take part in school-based CPD.

**Appraisal**

NQTs complete a CPD plan for the period of induction and gather evidence of activities and learning in their portfolio. By the end of the period, NQTs should demonstrate all competences at the good level to become a junior teacher and apply for registration and licensing as a professional teacher.

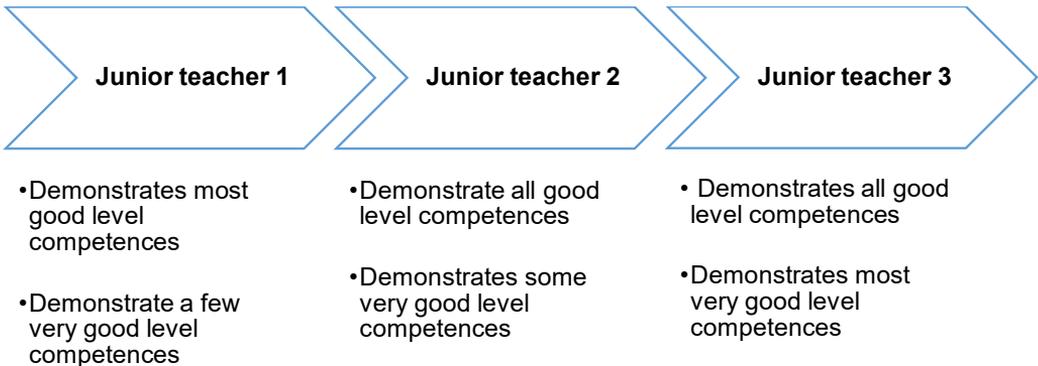
**Junior Teacher**

CPD Stage: School-based CPD  
*From good to very good level competence*

Example CPD courses

- subject teaching Level 1;
- language teaching and learning Level 1;
- specialisation Level 1.

**Progression chart**



## Stage description

Junior teachers are licensed, registered professional teachers who have proven their ability to perform at the good level. They have applied for a teaching post and been recruited through a DEO/DDE. Junior teachers serve in this category for a minimum of three years. In addition to this minimum service, promotion depends upon demonstration of senior teacher competence and the completion of required CPD.

Junior teachers may need varying degrees of supervision and support. They maintain CPD plans and portfolios, identify focus areas and develop their knowledge and practice with support from a mentor and more experienced colleagues. They take part in school CPD activities. Junior teachers may choose an area for further specialisation: for example, subject expertise, mentoring or a generic area such as inclusive education, ICT, literacy or numeracy across subjects.

## Appraisal

Junior teachers use CPD plans and portfolios to track their involvement in CPD and learning. They are appraised annually by the head teacher. To gain promotion to senior teacher, junior teachers must successfully complete a number of planned CPD course and demonstrate very good level competence.

## Senior teacher

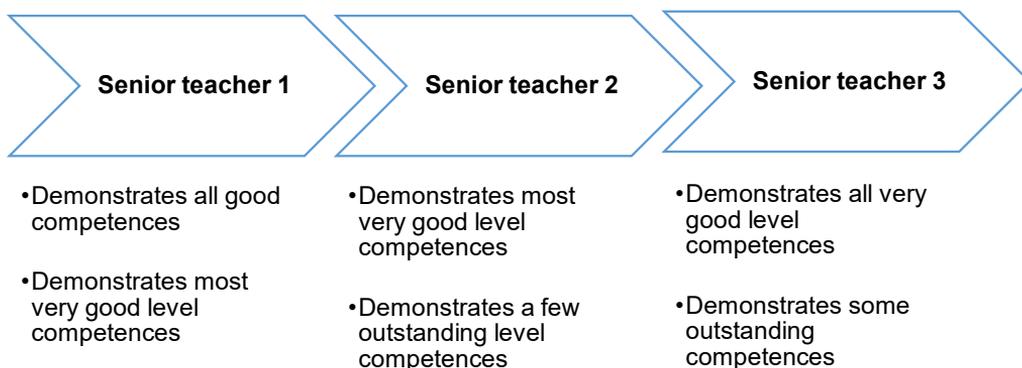
CPD: School-based CPD

*From very good level to outstanding level competence*

Example CPD courses

- mentoring and coaching others Level 1;
- subject teaching Level 2;
- language teaching and learning Level 2;
- specialisation Level 2.

## Progression chart



## Stage description

Senior teachers have achieved promotion through demonstrating all competences at the good level, and most competences at the very good level. They have a minimum of three years' service as a professional teacher. Senior teachers serve a minimum of three further years, complete required CPD, and demonstrate all very good level and some outstanding level competence for promotion to master teacher.

Senior teachers maintain CPD plans and portfolios to guide their development. They may further pursue a specialisation, such as subject expertise, mentoring, inclusive education, ICT, literacy or numeracy across subjects. Senior teachers are expected to support less experienced colleagues and play an increasingly active role in school improvement and CPD.

## Appraisal

Senior teachers are appraised annually by the head teacher. To be promoted to the category of master teacher, senior teachers must demonstrate outstanding level competence. They should provide evidence of how they adapt their teaching for learners and support and lead the development of teachers at school.

## Master teacher

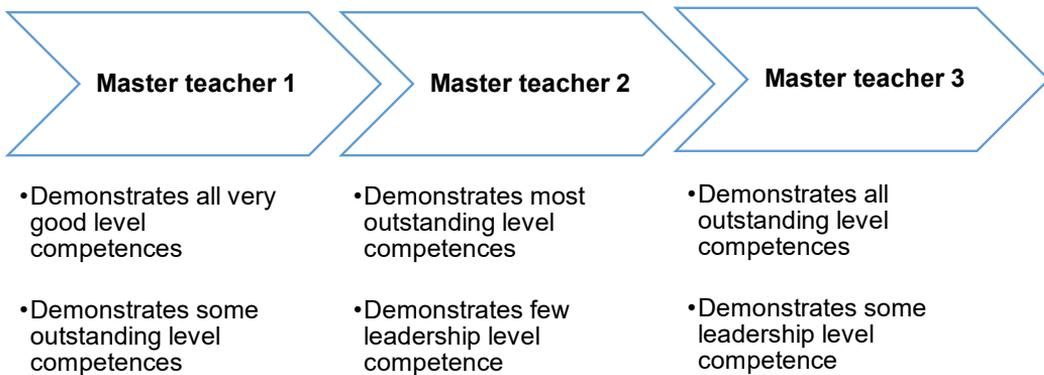
CPD: School-based CPD

*Developing outstanding level teacher competence and leadership competence*

Example CPD courses

- mentoring and coaching others Level 1;
- subject teaching Level 3;
- language teaching and learning Level 3;
- specialisation Level 2/3.

### Progression chart



### Stage description

Master teachers have served a minimum of six years as professional teachers, completed required CPD and demonstrated all very good level competence and some outstanding level competences.

Master teachers maintain CPD plans and portfolios to guide their development, and gather evidence of learning. Master teachers continue to update and develop their knowledge and performance and chosen specialisation. They support the professional development of other teachers, and contribute to school improvement and professional development at the sector/district level. Master teachers are encouraged to take on increased leadership roles such as department headships, in order to develop leadership competence.

## Appraisal

Master teachers are appraised annually by head teachers. In order to be promoted to the position of head teacher, master teachers need to demonstrate all outstanding level competences and some leadership level competences.

## Appendix 1. Teacher CPD Record

The teacher CPD record contains the six Standards and 18 of the Teacher Competences. It contains coaching questions for each competence, and space for teachers and CPD support people to note down examples from teachers' practice.

Teachers keep a copy of the teacher CPD record in their portfolio. Teachers use the CPD record along with the Teacher Competence descriptions to self-assess their competence level and record examples of positive performance. Teacher CPD support people keep a CPD record for each teacher, and use it to record the teacher's progress.

<b>1. Create and sustain an inclusive, child-friendly learning environment</b>		<b>Examples and evidence</b>
<b>1.1. Ensure a clean, safe classroom for learning</b>	Does the teacher ensure the room is clean and safe? Does the teacher ensure the room is arranged so all students can learn? How?	
<b>1.2. Ensure positive and respectful behaviour</b>	Does the teacher ensure that all learners are treated respectfully? Does the teacher praise and encourage good behaviour? Does the teacher address bad behaviour? Does the teacher demonstrate high expectations for all learners? How?	

<p><b>1.3. Maximise time for learning</b></p>	<p>Does the lesson start and end on time? Does the teacher complete routine tasks efficiently? Does the teacher address disruptions efficiently? Does the teacher record and report details of late or absent students? How?</p>	
---	--	--

<p><b>2. Plan and assess for learning</b></p>		<p><b>Examples and evidence</b></p>
<p><b>2.1. Plan learning outcomes and objectives</b></p>	<p>Does the teacher communicate learning outcomes and objectives? Does the teacher communicate how learning links to other lessons, and students' interests or real world applications? Are the learning outcomes and objectives things that most students cannot already do? Are the learning outcomes and objectives achievable for most students during the lesson?</p>	
<p><b>2.2. Monitor and assess learning and participation</b></p>	<p>Does the teacher assess student learning and participation during activities? Does the teacher give extra guidance to students who need it? Does the teacher give extra challenge to students who need it? Does the teacher record useful ideas and/or common errors? How?</p>	

<p><b>2.3. Use assessment information for learning and teaching</b></p>	<p>Does the teacher assess student knowledge and skills before and/or during and/or after activities? Does the teacher use this information to adapt his/her teaching for different students? Are students' efforts and hard work recognised? Are common errors addressed? How?</p>	
---	---	--

<p><b>3. Communicate to enable learning</b></p>		<p><b>Examples and evidence</b></p>
<p><b>3.1. Use a range of communicative resources</b></p>	<p>Does the teacher use language that the students understand? Does the teacher use examples and/or pictures and/or stories and/or materials to communicate with learners? Do students translate ideas and texts? Do students communicate with each other and the teacher during the lesson? How?</p>	
<p><b>3.2. Use the medium of instruction</b></p>	<p>Does the teacher use subject-specific and classroom language in the medium of instruction accurately? Does the teacher use resources to expose students to and enable them to use the medium of instruction? Does the teacher treat errors positively, and ensure they are corrected? Do students use subject-specific language and classroom language in the medium of instruction accurately? Do students revise and record new language during the lesson? How?</p>	

<p><b>3.3. Use questions to confirm and promote learning</b></p>	<p>Does the teacher ask a variety of questions during the lesson? Does the teacher use a range of questioning strategies during the lesson? Does the teacher allow students time to think before answering questions? Do students ask each other and the teacher questions? Are learners encouraged to rephrase or expand on their answers or the answers of other students? How?</p>	
--	---	--

<p><b>4. Facilitate activities and use resources for learning</b></p>		<p><b>Examples and evidence</b></p>
<p><b>4.1. Provide a range of learning activities</b></p>	<p>Are there activities for students to apply and extend their learning during the lesson? Is there a clear learning purpose that students understand? Does the teacher adapt activities for different students? Is there a range of interaction modes (alone, pair work, group work, whole class)? How?</p>	
<p><b>4.2. Give instructions and guidance</b></p>	<p>Does the teacher give clear instructions/demonstrate the activity in the minimum amount of time? Does the teacher discuss how learners can approach the activity? Does the teacher adapt guidance for different students? How?</p>	
<p><b>4.3. Use teaching and learning resources (TLRs)</b></p>	<p>Does the teacher use various available TLRs in the lesson? Do TLRs help learners understand new ideas or learn new skills? Do TLRs reflect local culture and learners' interests where appropriate? Do all students use the TLRs? How?</p>	

<b>5. Engage in professional development</b>		<b>Examples and evidence</b>
<b>5.1. Continually improve teaching and learning</b>	Does the teacher regularly assess their teaching and student learning? Does the teacher know their strengths and weaknesses in relation to the teacher competences and the needs of their students? Does the teacher plan, do and monitor CPD? How?	
<b>5.2. Use CPD opportunities and resources</b>	Does the teacher invite colleagues to observe their lessons and welcome feedback on teaching and learning? Does the teacher observe other teachers' lessons and provide objective and constructive feedback? Does the teacher take part in school, sector and district CPD? Has the teacher completed required courses and qualifications? How?	
<b>5.3. Collaborate to plan and assess teaching and learning</b>	Does the teacher work with colleagues to plan schemes of work and lessons, to teach students and to assess student learning? Do plans show how learning links between lessons and between subjects? Do plans have clear learning outcomes and objectives and activities and resources to help learners achieve them? How?	

<b>6. Support student learning at school and in the community</b>		<b>Examples and evidence</b>
<b>6.1. Communicate regularly with students' families</b>	Does the teacher provide regular and accessible information to parents about students' learning? Does the teacher work with others to identify and address barriers to learning and participation? How?	
<b>6.2. Ensure the school is clean, safe and welcoming to all</b>	Does the teacher work with others to ensure the school is clean, safe and welcoming? Does the teacher work with others ensure that members of the school community are treated with respect at all times? How?	
<b>6.3. Provide extra-curricular activities and resources</b>	Does the teacher ensure that all students can access extra-curricular learning activities and resources? How?	

## Appendix 2. Activities for Teacher CPD

This section provides an overview of CPD programmes, resources and activities available to teachers in Rwanda. Deciding which activity or activities to undertake depends on the time and resources available as well as the priorities and needs of teachers, their learners and schools.

There are many things that teachers can do to develop their knowledge and skills. Some of the most effective activities are based around teachers' daily work in preparing lessons, teaching classes and assessing learning – provided they have additional support and/or opportunity to reflect on their practice.

Teachers need different levels of support depending on their stage of development. In the same way, they will benefit from different activities at different times. As a result, teacher development in different schools and

colleges might look quite different. Flexibility and innovation should be encouraged when implementing CPD activities.

Effective teacher CPD is something that teachers do (it is not done to them!), and it must be linked to their daily work. Training and accredited courses may be useful to build teacher motivation and develop knowledge and skills, but these should be linked to practice if they are to sustainably impact teachers' competence.

### **Assessment for teacher CPD**

Assessment is a key activity for teacher CPD. Assessment for CPD is formative because the aim is to inform CPD. CPD is most effective when it builds on the strengths and addresses the weaknesses of teachers.

Teachers can self-assess their competence by using the Teacher Competence coaching questions. Teachers can invite CPD support people to assess them. The observation might be broad and attempt to cover all the competences. Alternatively, the focus might be narrow – an aspect of knowledge or practice that has been identified as a priority (for example, the use of teacher and learner talk for learning). Assessment is a starting point for CPD – the “see” stage of the reflective practice cycle.

Assessments of performance can also be used to plan, monitor and/or evaluate the impact of CPD on teachers' understandings and practices. For example, at the school level, CPD support people can use this information to plan CPD for individual teachers, or for groups of teachers. Likewise, a picture of teachers' current knowledge and practice means that tailored CPD can be planned at the sector, district or national levels. For example, CPD support people may develop courses aimed at teachers at different competence levels and/or in response to evidence of teachers' actual abilities and needs.

## National CPD programmes

### The School-Based Mentoring Programme

The School-Based Mentoring Programme (SBMP) is REB's key strategy for improving English language skills and instructional practices in Rwandan schools. Each school has a mentor, who is selected by the head teacher based on the mentoring competences provided by REB and with consultation from teachers at the school.

Mentors have a reduced teaching timetable to allow for CPD and mentoring activities. SBM activities include CPD planning with individual teachers, organising workshops at the school level, peer observations, and other CPD activities. They may also cascade national-level training to teachers at school. Mentors are supervised by head teachers. They are supported by mentor trainers (two per sector).

REB-developed CPD manuals for mentors are an example of a resource that can be used to help mentor trainers, mentors and teachers conduct CPD at the sector and school levels.

### Communities of practice

A community of practice (CoP) is a group of professionals who share an aim – for example, teachers within a school, sector, or nationwide; SEOs; or head teachers. Members share experiences, materials, and ideas and hold discussions. They offer valuable support, inspiration and guidance, as well as the opportunity to help others and share knowledge for professionals at all levels of competence. Within a CoP, activities may be formal and organised, such as school-based in-service workshops. They can also be informal and spontaneous – a conversation between lessons, for example.

In Rwanda, the Teacher Community of Practice and Mentor Community of Practice (<http://tcop.education.rw/>) are websites with online forums for teachers and mentors to connect and access (or contribute to) resources such as lesson plans linked to the new curriculum.

## Other CPD resources and activities

### Course books

High quality course books can be an excellent way to improve teaching and learning. This is especially true in situations where teachers have minimal time to plan lessons, design materials and take part in CPD activities. Quality course books include clearly stated learning outcomes and well-designed activities, which match the school timetable and curriculum, and alternative/extra activities for learners who are struggling or not sufficiently challenged. They may include key vocabulary in Kinyarwanda and English. Course books can guide teachers to develop their repertoire of activities, use different activities, and assess their impact on student learning.

Teachers should be encouraged to adapt the course book to the needs of learners in their classes. Many course books also come with a teachers' guide that teachers can refer to when planning. These often provide helpful information such as key language, answers to exercises or ideas for teaching the lesson.

### Co-planning, co-teaching and co-assessment of learning

“Co” generally indicates collaboration. Teachers can learn a lot from working together to plan, teach and assess. This is because they must talk about their ideas, which helps to improve their knowledge and practice.

Teachers planning schemes of work or lessons together, and then reviewing implementation over the course of the term, is a proven way to improve teaching and learning. Together teachers decide on learning outcomes, select activities, resources and assessment methods. This can improve quality by making teachers think carefully and work collaboratively to share ideas. Efficiency can also be improved if individual teachers or small groups plan specific lessons or units of lessons and then share with others.

In larger schools, where there are several teachers teaching the same subject and grade level, it is possible to organise collaboration within a department. For teachers in smaller schools, teachers from different

schools can be brought together at sector level. The same teachers can review the lessons and any assessment data collected at the end of the instructional period (the school term, for example). Teachers can plan a day or half day for shared instructional planning at the beginning and end of each term. These activities should be recognised as both a professional duty and CPD.

### **Peer observation**

This is where a teacher visits a fellow teacher's classroom to look at a lesson (part of lesson or series of lessons). It should be made clear to all that the purpose is for all involved to learn – not for anyone to be judged or formally appraised. There should be time before and after the observation to plan what will be observed and to discuss what was observed. The focus of the observation should be agreed by the teachers in advance. This may be very specific: for example, looking at one activity within the lesson or at an aspect of the lesson such as “giving instructions” or “providing feedback”. The Teacher Competences in this Framework can be used as a guide. The observers might focus on one or more learners, or the teacher or both. They should aim to identify what happens in the lesson, rather than recording what they think about what happens. Their feedback also focuses on what actually happened rather than personal judgement or interpretation.

### **Micro-teaching**

This is a training technique in which a participant plays the role of teacher/facilitator and their peers become the learners. The “learners” provide feedback after the micro-teaching, including describing what happened, what was more or less effective and how it felt to be a learner in the class. This technique is a great way to link theory and practice within training. Teachers can try out ideas in practice, experience being learners and get feedback on their teaching.

### **Model lessons**

Teachers can learn a lot from watching other teachers' lessons. When we identify teachers who are performing well it is useful to share their

techniques with others. We can do this by inviting other teachers to observe their lessons and discussing afterwards why it was a good model. We can also make a video or take photos of the lesson. In this way, we can share the resource of all the good, very good and outstanding teaching that happens in Rwanda.

### **Lesson study**

In lesson study, a group of teachers plan a lesson, then observe a member of the group giving the lesson. Following the lesson, the teachers gather to discuss how the lesson went, how learners reacted and what can be improved. Lesson study includes all the key characteristics of a successful CPD activity. The lesson study is based in the classroom and usually linked to school-wide efforts, as all teachers in the school are encouraged to participate. It can be entirely teacher led and centred on discussions about how to improve teaching practices. Lesson study focuses on learners, what they are being taught and how they are learning. It is an on-going process with constant feedback.<sup>1</sup>

### **Workshops at school**

Workshops where teachers share their experiences in relation to an aspect of teaching and learning can be very effective. Teachers are an enormous resource of experience and ideas, which is often overlooked in discussions about teacher development. Such sessions should be carefully planned and moderated. For example, to develop a workshop, organisers should work with teachers to identify a topic in advance and inform all teachers so they have a few weeks to consider the topic before the session. Make sure all teachers have a chance to share their experiences. Bring material to guide the discussion, e.g., a reading, an activity, a session from the CPD manuals, etc. Possible topics include asking questions in class, monitoring students during activities, assessment for learning, giving instructions, giving feedback, using a particular resource, etc.

---

1 ILO (2012)

## Training courses and workshops at other levels

Training can be useful for developing specific skills or knowledge. However, training and professional development are not the same! Attending training is no guarantee a teacher will learn or change their practice as a result. Educational stakeholders must work together to make sure that training has an impact on teachers' CPD.

### Training is successful when...

- there is a clear need for it, which is recognised by teachers;
- there are clear learning outcomes linked to teachers' daily practice;
- teachers are supported to apply the knowledge/skill at school;
- there is assessment of what teachers know/can do before, during and after the training course; and
- the course leaders have experience applying the approach in local schools.

### Training is not successful when...

- there is information overload! There is only so much new information we can take in at one time. Ideally, new ideas/approaches are introduced slowly, with lots of time to apply them in between;
- the “wrong” teacher is sent on the course (e.g., a teacher who teaches a different subject or age group);
- the trainer/course leader is not confident in the material. This often happens during a cascade model, when the trainer may have had limited training/experience themselves before being asked to teach others; and/or
- the trainer/course leader is an outside “expert” who may be hard to understand and have little experience of local schools.

Training and workshops can happen within schools and sectors. This saves the money and time needed to travel long distances and makes shorter sessions possible, thus reducing the risk of information overload. Teachers benefit from leading sessions, and attending sessions led by peers. Teaching other people something is a sure way to learn about it thoroughly yourself. Holding workshops for colleagues can be motivating, as it is a chance to

share (and get recognition for) something you have developed yourself. Moreover, teachers are more likely to try something that a colleague has recommended, rather than an outsider.

### **Nationally accredited courses**

Such courses include initial teacher education courses, and courses taken at further professional stages (i.e., the Certificate or Bachelor of Education, Diplomas, Masters, etc.). URCE offers a range of courses, both on campus and via distance and blended learning. There is a range of modes for attending courses: attending a programme, either full or part time, or using self-study materials for part or all of the time. Accreditation means that the curriculum content and delivery methods and assessment methods have been/are reviewed to ensure quality. Accreditation is often linked to promotion or career stage, which is understandably motivating.

## Appendix 3. Teacher CPD Plan

A CPD plan is a form designed to help teachers to see, plan, do and improve teaching and guide CPD activities. Like a lesson plan, a CPD plan is a guide for ideas and action, it is not a contract to be rigidly adhered to. Less experienced teachers are likely to benefit from structured plans, while more expert teachers will benefit from the freedom to adapt plans as they go.

The template CPD plan included here focus on the Teacher Competences. It can be used for trainees to prepare for school practice, by NQTs during induction, or by professional teachers as part of school-based CPD. Depending on the purpose, a CPD plan might cover a school year or a term.

Following self-assessment and/or assessment by peers or their mentor using the Teacher Competences, teachers prioritise the competences they want to develop. With support, they write and regularly review SMART action plans.

A teacher's CPD plan should include:

- Assessment of the teacher's current competence level;
- a SMART action plan;
- a schedule of meetings with a CPD support person;
- a schedule of development activities; and
- a schedule for final assessment.

### Example CPD activities

- planning and/or teaching a lesson or lessons with colleagues;
- visiting colleagues in other schools;
- observing other teachers' lessons;
- being observed teaching and receiving feedback; and/or
- taking part in a school, sector or district CPD activity.

### SMART action planning

Make your CPD plan SMART: specific, measurable, achievable, realistic and time-bound.

- What do you want to improve?
- How will you do it?
- Who will you work with?
- When will you do activities? How often?

### Example 1: To share strengths

Target competence and level of performance		
I perform "1.2 ensures positive and respectful behaviour" at the very good level. I will share this with colleagues at school.		
Planned Activities (what, how, who, when)	Criteria for completion	Support/resource needed
Facilitate a workshop on behaviour management strategies at school.	List of teachers who attend workshop. List of positive behaviour management strategies we identify together. Feedback from teachers "how useful was this session?"	Other teachers should come to workshop ready to share their ideas. SBM help to plan workshop and invite teachers.
Invite teachers to my class to observe my behaviour management strategies	At least one lesson where teacher was observed Feedback from teacher(s) that observed.	CPD workshop on the topic of assessments so we can share ideas and activities. SBM help to facilitate workshop.
Co-plan and/or co-teach a lesson with other teachers to use positive behaviour management strategy	Lesson plan Notes from post-lesson discussion with teacher Feedback from teacher	Time to co-plan and co-teacher (HT)

## Example 2: To improve

Target Competence and level of performance		
2.2 Monitor and assess learning and participation: good level		
Planned Activities (what, how, who, when)	Criteria for completion:	Support/resource needed
Choose a class to work with, and identify a unit of learning to assess		Text book
Identify assessment methods and resources	Identify two informal and two formal assessment methods by the end of the month. Record of colleagues' ideas in portfolio.	CPD workshop on the topic of assessments so we can share ideas and activities. SBM help to facilitate workshop.
Assess learners by the end of the term	Assessment records for each student by end of term. Record of assessments in portfolio.	Support from colleague to conduct classroom assessments using co-teaching
Look at assessments and decide how to use the information for teaching.	Identify which students need more support, which need more challenge	Mentor or colleague to review and discuss assessments

**CPD plan template**

	<b>Name</b>
<b>Teacher</b>	
<b>Mentor</b>	

**1.Target competence and level of performance**

<b>Planned activities</b> (what, how, who, when)		<b>Support/resource needed</b>

**2.Target competence and level of performance**

<b>Planned activities</b> (what, how, who, when)		<b>Support/resource needed</b>

## Progress review

*What have you done so far? What have you learnt? What was interesting/challenging/ enjoyable? Do you want to adapt your plan?*

Teacher's comments

Mentor's comments (evidence of activity and impact)

	Signature	Date
Teacher		
Mentor		

## Final review

*Summarise what you learnt from the process. What can you share with others? What might you do differently next time? Why?*

Teacher's comments

Mentor's comments (evidence of activity and impact)

Name	Signature	Date
Teacher		
Mentor		

## Appendix 4. Teacher CPD Portfolio

A portfolio is collection of documents that teachers gather and use to record and reflect on their teaching and professional development. For example, a portfolio might include lesson plans, diary and journal entries, meeting or workshop notes, class records in the form of notes, completed forms, or photos.

Portfolios enable teachers to gather evidence of their performance and professional development to be used when assessing the impact of CPD or for teacher appraisal. In addition, they provide a record that teachers can draw on to share their experience of development with other teachers.

There is no “right” or “wrong” way to organise a portfolio. Portfolios are different from reports, in that there is no given format to complete. This means that teachers can use actual working documents, plans and notes, examples of work, etc. without the need to complete an additional report. Teachers are encouraged to regularly review and reorganise their portfolios as their understanding and practice develops.

Most teachers need guidance to start their portfolio and find a system that suits them.

The portfolio can contain:

- lesson plans and schemes of work;
- learners’ work;
- learners’ assessment results;
- informal or formal lesson observation records;
- feedback from learners, their families or colleagues;
- photos and film of classes;
- teacher journal or notes;
- professional collaboration and discussion on Facebook or WhatsApp;
- session notes from workshops or training;
- certificates of achievement from workshops or training;

- articles, resource books or reference books; and
- teaching and learning materials and more.

These are just suggestions!

## Appendix 5. Teacher Competence Assessment Methods

### Teacher self-assessment

Useful documents: Teacher Competence descriptions and coaching questions

Teachers should play an active role in assessing their competence, whether the assessment is for CPD or appraisal. Teachers keep a CPD record in their portfolio, which they use to record their achievement and progress. Evidence can include a lesson plan, notes that the teacher made about the lesson, learners' work, notes from an observation, or feedback from learners, colleagues or CPD support person. Teachers can store these pieces in their portfolio. Time and support should be available for teachers to review and self-assess their competence (for example, during a CPD workshop).

### Teacher interview

Useful documents: Teacher Competence descriptions and coaching questions

Head teachers interview teachers as part of their appraisal. During the interview, teachers can talk through the self-assessment checklist and provide evidence from their portfolio. This provides a chance for teachers to be active in their appraisal. It is also a way to recognise teachers' strengths and learning, and to discuss areas for further development.

### Lesson observation, pre- and post-observation conference

Useful documents: Lesson evaluation sheet, Teacher Competence descriptions and coaching questions

Classroom teaching has the biggest impact on student learning at school. That is why focussing on what teachers and learners do in the classroom is so important. Gaining an accurate picture of teachers' current classroom

practice can help inform improvement. Because instruction is a core part of teachers' work, teacher appraisal includes an assessment of teachers' classroom practice. Lesson observation is a powerful way to do this. Much learning is "visible": it occurs in the interaction between the teacher and learners, through talk and other activities. However, classrooms are highly complex. With so much happening, for different learners and at different times, it can be hard to know what to focus on.

An observer will notice things the teacher does not see. However, the observer's view is far from perfect. Just like the teacher, the observer will notice some things and not others. Observers form personal opinions about what is "good" and "bad" based upon their experience and assumptions. Using the Teacher Competences helps support more objective observation and judgement.

So, lesson observations are important and powerful, but need to be approached with great care.

#### Risk!

A single lesson cannot be taken as representative of all lessons. The teacher or learners may be having a bad day, or they may have prepared to make a special rather than a typical lesson. The presence of an observer may make the teacher and/or learners behave in an unusual way. The observer may not understand the aim of the lesson or how it fits with previous work.

To improve the accuracy of lesson observation:

- multiple lesson observations should be done over the time period;
- formal and informal lesson observations should be done;
- the observer should talk with the teacher and learners about the lesson.

There is no single best way to observe a lesson. How you observe will depend on your purpose. For example, if a teacher is trying to improve how they give instructions, they may ask an observer to focus on this issue in particular.

#### Tip

Select three to five learners to watch closely during the lesson. Try to include a mix of boys and girls and students who are likely to be more and less involved in the lesson.

## Pre- and post-observation conference

It is important to talk with the teacher before and after the lesson. Talking to teachers beforehand is necessary to understand the aim of the lesson and the planned activities. Other relevant information includes how this lesson fits with previous and future lessons, details about the learners in the class, and any anticipated issues or strategies the teacher has planned (for example, activities to “push” high-achieving learners or support those with additional needs).

After the observation, the observer asks the teacher to describe what happened during the lesson and why, and what the impact was on student learning. Ideally, this should happen within a day or two, and the teacher should know that he or she will be asked to reflect (so he or she can prepare). This is important for several reasons: 1) the teacher is likely to have more knowledge of the learners, the subject and syllabus than the observer; therefore, his or her insights are valuable in understanding what happened in the lesson and why; 2) thinking and talking about the lesson will help the teacher to learn about and improve their teaching; 3) what the teacher notices and how they talk about it will help the observer (whether a CPD support person or assessor) understand the teacher’s competence level.

## Learner survey

Useful documents: Teacher Competence descriptions and coaching questions

As the main beneficiaries in education, learners have a right to be consulted about teaching and learning, and have important perspectives to share. Learners regularly experience teachers’ practice so their feedback may be far more accurate than a one-off lesson observation. Moreover, how learners experience a teacher’s practice is a key addition to supplement what a lesson looks like to an external observer or the teacher him/herself.

Asking learners detailed questions about teaching and learning is a way to raise their awareness of effective teaching and learning practices. We recommend either a survey or group discussion to gather learners' opinions and observations. For lower primary students, a parent can do this orally in Kinyarwanda. For upper primary and secondary school learners, this survey can be conducted by a member of the class in Kinyarwanda and/or English. A survey could also be made available to learners online.

Before doing so, it must be made clear to all that the purpose is developmental and that the privacy and dignity of the teacher and the learners will be respected at all times (i.e., the results should not be discussed outside of the class unless for the purpose of teacher development or appraisal). The results of the survey can be used alongside the teacher interview, lesson observation and other feedback sources when rating the teachers' overall performance for the period.

Feedback should be shared sensitively with the teacher, either by the head teacher or via their mentor/CPD supervisor for developmental purposes. **Learners' names must not be recorded**, either as a record of who participated in the survey or the answers they provided.

### Colleague survey

Teachers' colleagues also have important perspectives to share and may be consulted as part of assessing teachers' competence. For example, colleagues may have useful suggestions as to how collaboration between teachers can be improved. They may also be consulted regarding the kinds of support and leadership senior and master teachers offer, specifically what is effective and what could be improved.

It may be most useful to frame this as a general discussion in relation to assessing the current situation and improving collaboration between all teachers.

## Appendix 6. Lesson Evaluation Sheet

REPUBLIC OF RWANDA



LESSON EVALUATION SHEET  
**RWANDA EDUCATION BOARD (REB)**  
**P.O.BOX 3817 KIGALI**

**School name:**.....

**Teacher's name:**.....

**Qualification:**..... **Experience:**.....*years*;

**Class:**.....

**Number of learners:**.....*out of*.....

**Number of learners with SEN**.....

**Subject:**.....**Topic:** .....

.....

**Lesson n°**..... **Period:**..... **Date:**.....

### 1. Create and sustain an inclusive, child-friendly learning environment

Competence	Critical questions	Rating and evidence
1.1. Ensure a clean, safe classroom for learning	Does the teacher ensure the room is clean and safe? Does the teacher ensure the room is arranged so all students can learn? How?	
1.2. Ensure positive and respectful behaviour	Does the teacher ensure that all learners are treated respectfully? Does the teacher praise and encourage good behaviour? Does the teacher address bad behaviour? Does the teacher demonstrate high expectations for all learners? How?	

1.3. Maximise time for learning	Does the lesson start and end on time? Does the teacher complete routine tasks efficiently? Does the teacher address disruptions efficiently? Does the teacher record and report details of late or absent students? How?	
---------------------------------	---	--

## 2. Plan and assess for learning

2.1. Plan learning outcomes and objectives	Does the teacher communicate learning outcomes and objectives? Does the teacher communicate how learning links to other lessons, and students interests or real world applications? Are the learning outcomes and objectives things that most students cannot already do? Are the learning outcomes and objectives achievable for most students during the lesson?	
2.2. Monitor and assess learning and participation	Does the teacher assess student learning and participation during activities? Does the teacher give extra guidance to students who need it? Does the teacher give extra challenge to students who need it? Does the teacher record useful ideas and/or common errors? How?	
2.3. Use assessment information for learning and teaching	Does the teacher assess student knowledge and skills before and/or during and/or after activities? Does the teacher use this information to adapt his/her teaching for different students? Are students' efforts and hard work recognised? Are common errors addressed? How?	

### 3. Communicate to enable learning

3.1. Use a range of communicative resources	Does the teacher use language that the students understand? Does the teacher use examples and/or pictures and/or stories and/or materials to communicate with learners? Do students translate ideas and texts? Do students communicate with each other and the teacher during the lesson? How?	
3.2. Use the medium of instruction	Does the teacher use subject-specific and classroom language in the medium of instruction accurately? Does the teacher use resources to expose students to and enable them to use the medium of instruction? Does the teacher treat errors positively, and ensure they are corrected? Do students use subject-specific and classroom language in the medium of instruction accurately? Do students revise and record new language during the lesson? How?	
3.3. Use questions to confirm and promote learning	Does the teacher ask a variety of questions during the lesson? Does the teacher use a range of questioning strategies during the lesson? Does the teacher allow students time to think before answering questions? Do students ask each other and the teacher questions? Are learners encouraged to rephrase or expand on their answers or the answers of other students? How?	

#### 4. Facilitate activities and use resources for learning

4.1. Provide a range of learning activities	Are there activities for students to apply and extend their learning during the lesson? Is there a clear learning purpose that students understand? Does the teacher adapt activities for different students? Is there a range of interaction modes (alone, pair work, group work, whole class)? How?	
4.2. Give instructions and guidance	Does the teacher give clear instructions/demonstrate the activity in the minimum amount of time? Does the teacher discuss how learners can approach the activity? Does the teacher adapt guidance for different students? How?	
4.3. Use teaching and learning resources (TLRs)	Does the teacher use various available TLRs in the lesson? Do TLRs help learners understand new ideas or learn new skills? Do TLRs reflect local culture and learners' interests where appropriate? Do all students use the TLRs? How?	

**Overall performance:**

**Conclusion and feedback:**

**Strong points**

**Areas for improvement**

**Teacher's comments**

Observers name: .....

Signature: .....

Teacher's name:.....

Signature: .....

## Appendix 7. System Fit

**Table 3, 4 and 5** below present information from the situation analysis and consultation process to demonstrate how the national teacher CPD framework builds on strengths and addresses gaps in the teacher CPD system.

Following the layout of the situation analysis, the findings are presented under three domains: policy and ministerial orders related to teacher CPD; stakeholders, institutions and networks for teacher CPD; and teacher CPD programmes and activities.

Under each domain, strengths and opportunities, and gaps and recommendations are shown. Below the three tables, a summary of recommendations is presented.

**Table 3. Policy and ministerial orders related to teacher CPD**

Strengths/opportunities	Gaps and recommendations
<p>There is a coherent policy framework in education system under the Education Sector Strategic Plan (GoR, 2018), Teacher Development and Management Policy (GoR, 2017) Priorities include additional support for newly qualified teachers (including an induction period and assigned mentor), stronger links between TTCs and schools, and strengthened instructional leadership.</p>	<p>More detail on quality teaching and teacher development and management is needed to inform the work of teachers and others in the sector as they implement policy.</p> <p>Define and communicate the teacher CPD system: outcomes and objectives, key activities, roles and responsibilities. Provide guidance and tools to assist system operation.</p>
<p>Teacher Statutes (GoR, 2016) define categories of professional teacher, performance appraisal and promotion.</p>	<p>Need for detailed practical description of quality teaching to inform appraisal of teacher performance.</p> <p>Need for assessment tools and guidance.</p>

<p>New and revised competence-based curriculum (GoR, 2015). Pre-service teacher curriculum redesigned in line with competence-based curriculum framework</p>	<p>Some confusion between “old” and “new” approaches to teaching and learning. Define and communicate a detailed description of good teaching in line with international evidence base, new curriculum and national priorities.</p>
<p>There are National Teacher Standards, which include Teacher Professional Knowledge, Professional Practice and Professional Ethics, Attitudes and Values and National Teacher Code of Conduct. (GoR, 2012)</p>	<p>These documents are important in building the professional status of teachers. However, they lack sufficient detail to be used for teacher CPD or appraisal. There is a need for more detailed focus on Teacher Competence, which should reflect the competence-based curriculum and guide teacher CPD and teacher appraisal at schools.</p>

**Table 4. Stakeholders, institutions and networks for teacher CPD**

Strengths/opportunities	Gaps and recommendations
<p>Commitment, hard work, knowledge, skills and experience of people throughout the education system, including teachers and teacher educators</p>	<p>The knowledge, skills and experience that teachers have is not fully utilised for CPD. Provide guidance and tools for identifying teaching skills at different levels to allow for more teacher-teacher CPD in schools, sectors etc.</p>
<p>Institutional framework for teacher CPD with defined roles and support networks for teacher CPD at school, sector, district and national levels. Roles and responsibilities have changed and new roles and networks have been created (SBMs, NQT Mentors) and existing roles have taken on new responsibilities (HTs, SEOs, DEOs, SCCs, DCCs).</p>	<p>Need to further clarify how new roles and responsibilities fit with existing ones. For example, school-based mentors, or sector CPD committees.</p> <p>Define and communicate roles and responsibilities in relation to teacher CPD.</p>

<p>Diverse stakeholders in education include faith-based groups, civil society, parents associations, Development Partners and government. Strong networks exist between different stakeholder groups.</p>	<p>Need for coherent shared understanding of quality teaching and learning and teacher CPD and appraisal systems to unite stakeholders across the education system. Need for detailed practical description of quality teaching to coordinate stakeholders at different levels and sectors of the teacher CPD system. Different organisations may use different words for the same or similar concepts.</p> <p>Define key terms for teacher CPD and encourage different stakeholders to use them.</p>
<p>Government employees at all levels of the education system are familiar with and competent at using logical frameworks to plan, monitor and evaluate performance.</p>	<p>Teaching performance is not currently included as a deliverable in performance contracts or development plans.</p> <p>Need detailed practical description of teaching competence and performance levels to allow for valid, reliable and effective teacher appraisal. Guidance for head teachers on conducting teacher performance appraisal at school. Guidance for communicating teacher competence from school to sector, district and national levels.</p> <p>Guidance for including teacher performance in performance contracts and school, sector, district and national level teacher CPD plans.</p>

**Table 5. Teacher CPD programmes and activities**

Strengths/opportunities	Gaps and recommendations
<p>There are a large number of teacher CPD programmes and activities. These include pre-service teacher training and national level in-service CPD programmes led by the REB and URCE, and programmes of varying scale implemented by Development Partners, civil society and faith-based groups.</p> <p>A large number of teacher CPD resources exist.</p> <p>The school-based mentoring programme and implementation framework provides a useful framework for CPD provision, with roles at school, sector, district and national levels.<sup>1</sup></p> <p>Programmes are monitored in terms of activities, resources and participants.</p>	<p>Programmes do not always identify, reflect or build upon the knowledge, skills, needs and priorities of teachers.</p> <p>There is a need for a monitoring and evaluation system to inform teacher CPD. Knowledge of teacher competences at school, sector, district and national levels can inform the design of CPD. The impact teacher CPD programmes have on teachers’ practice in the classroom and at school should also be monitored at school, sector, district and national levels.</p> <p>Define how Teacher Competences can be used at different levels of the system to measure teachers’ actual performance, strengths and weaknesses and improvements over time. Define how this information can be used to plan, monitor and evaluate CPD at different levels of the system.</p>

### Summary of recommendations

- Define and communicate an evidence-based and contextually sensitive description of good quality teaching. Include descriptions of performance at different stages of teacher development.
- Communicate categories of teachers and the teacher appraisal process as defined in the Teacher Statutes. Provide guidance and tools for assessing teacher competence as a part of appraisal.
- Provide guidance for including teaching performance in teacher appraisal; teachers’ performance contracts; and teacher, school, sector, district and national CPD and development plans.
- Define and communicate the teacher CPD system, including outcomes, objectives, core activities and processes, stakeholder roles and responsibilities, structures for supervision and support,

and guidance and tools for teacher CPD.

- Continue to involve stakeholders in developing the National Teacher CPD Framework to inform design and content and build understanding of rationale and use.

# Glossary

**System gap:** There is a need for greater consistency in the terms used for teacher CPD by different teacher CPD stakeholders.

The glossary presents key terms for teacher CPD in Rwanda, along with definitions and examples.

## Appraisal

Appraisal is a formal process of assessing teachers' competence with the purpose of improving their performance as teachers. Teachers are appraised at different points in their careers: on entry and completion of pre-service teacher education, during probation, annually in school, and on completion of certified continuous professional development (CPD) courses. In school, appraisal is led by head teachers and focusses on classroom and school practice. Appraisal is important for ensuring high standards of teaching for all children. Appraisal can also contribute to teachers' CPD by providing timely feedback to teachers on their performance, recognising and rewarding effective performance and addressing poor performance. See [Part 4.2](#) for more information on the teacher appraisal process at school.

## Categories of teachers

The National Teacher Statutes present three categories of teachers: junior teachers, senior teachers and master teachers. Teachers may be promoted to a higher career category after every three years of service. To be promoted, teachers must demonstrate Teacher Competences at the expected level through appraisal.

## Continuous professional development (CPD)

Continuous professional development is an umbrella term that covers professional learning over a teacher's career, from pre-service teacher education onwards.

## CPD support people

CPD support people provide support for teacher CPD in schools. There are different people at school who may take on the role, depending on a teacher's professional stage and school organisational structure. For example, trainee teachers during school practicum work with a host teacher, newly qualified teachers (NQTs) have a mentor. School-based mentors, school subject leaders, deputy head teachers and senior or master teachers may also take on this role. See [Part 3.6](#) for a description of these different roles.

## Differentiation

Differentiation means adapting teaching for different learners to help them to learn. It is not enough for teachers to just present information to students. See also [Inclusive Education](#) and [Learner-Centred Methods](#).

## Inclusive education

Inclusion in education describes the right of all learners to participate and learn. This includes girls, socially and economically disadvantaged learners, and learners with special educational needs. Differentiation is key for inclusive education. This idea extends beyond the classroom, to identifying and tackling the barriers to learning and participation that different learners face. For example, such barriers may include long and difficult journeys to school, lack of girls' toilets at school, or access to learning resources outside of school. Teachers, school leaders and learners and their families are uniquely placed to promote inclusive education in their schools, especially if they work together.

## Induction

Induction describes the first period of work in a school after a trainee teacher qualifies. The aim of induction is to ensure that NQTs receive CPD support, opportunities and resources to develop Teacher Competences to the expected level. During induction, NQTs are closely supervised and supported by their head teacher, NQT mentor and teacher training college.

## Learner-centred methods

Learner-centred methods are approaches to teaching and learning that engage learners in the construction of knowledge. Learners do not just memorise and repeat, they also apply their knowledge: for example, by giving a presentation, evaluating new ideas or doing project work.

## Learning outcomes, objectives and activities

A learning outcome describes something that the learners should know or be able to do by the end of a lesson or unit of learning. Learning objectives help learners to achieve the learning outcomes, and learning activities help students to achieve the objectives. For example, if the learning outcome is “students can produce written summaries of general texts”, the learning objectives may include understanding the features of a summary, identifying the main points from the full text and possible ways to rephrase them and structure a summary. Activities may include quick reading of an example text and summary to identify features of a summary. Students may then read the chosen text carefully, to identify the main points, and then mind map to plan their own summary.

## Licensing

Newly qualified teachers apply to REB for a teaching license on successful completion of pre-service teacher training. Teachers may be asked to re-license.

## Pre-service teacher education

Pre-service teacher education is a certified programme of study that prepares pre-primary, primary or secondary teachers to begin their careers. Pre-service courses may be completed full time, in college or university, or alongside work through distance learning. In Rwanda, courses must include at least two blocks of substantial school practice.

## Probation

After receiving a teaching certificate, trainees register as newly qualified teachers. NQTs complete a probation period of a minimum of one year.

This may be extended for up to three years. To complete probation, NQTs must demonstrate satisfactory performance (basic level competence). After successful completion of probation, NQTs apply for licensing as a professional teacher. An NQT mentor provides CPD support during the probation period. (See **Induction**, this section).

### **Registration**

Teachers apply to the Rwandan Education Board to register as professional teachers on successful completion of probation. (See **probation**, this section).

### **Scaffolding**

Scaffolding means supporting learners to understand or do something that they could not do alone. Teachers can scaffold learning through activities that begin with simple, concrete examples related to learners' own lives, before moving to more abstract and unfamiliar ideas and technical language. For instance, asking learners for examples of water in their environment (rivers, rain, and wells) before talking about the water cycle and introducing the term "precipitation". Learners can support each other if they have the chance to talk in pairs or small groups before sharing ideas as a class. Teaching aids such as pictures, diagrams or local objects can also help learners understand and engage with new ideas. (See **differentiation** and **learner-centred methods**, this section).

### **School practice**

Teacher trainees do two periods of school practice during pre-service teacher education. Trainees are prepared and supervised by tutors from their pre-service college or institute and work with a host teacher at school. (See **CPD support person**, this section).

### **Teacher**

For the purpose of the National Teacher CPD Framework, a teacher is someone who teaches students in primary or secondary schools. Therefore, teachers may include teacher trainees during periods of school practice;

newly qualified teachers during induction; or junior, senior or master teachers. Head teachers, deputy head teachers, school subject leaders and school-based mentors have the role of teacher in addition to their other responsibilities.

### Teaching or learning strategy

Teaching strategies include activities, methods and approaches, such as behaviour management strategies or strategies for formative assessment. The term indicates that teachers should select the right strategy in relation to their learners and learning outcomes. There is no single best strategy. Teacher CPD equips teachers with a range of strategies and understanding about when, how and why to use them.

### Teacher Competence

Competence is the ability to use knowledge, skills, attitudes and values to accomplish a task successfully. Teachers develop professional competence over the duration of their careers. This process is improved if teachers have time, support and resources for CPD.

### Higher order thinking skills

The competence-based curriculum emphasises that learners should develop a range of thinking skills. Thinking skills can be classified into higher and lower order. This is shown in **Figure 10** (next page). Lower-order skills are at the bottom and higher-order skills at the top.

Good teaching engages learners through questions and discussion and a variety of tasks, which promote the use of a range of thinking skills. Next to the triangle diagram, there are activities learners can do (draw connections among ideas) and verbs teachers can use to create questions (organise, compare, contrast).

This figure can be used to identify the thinking skills that learners are using in a lesson.

# Bloom's Taxonomy

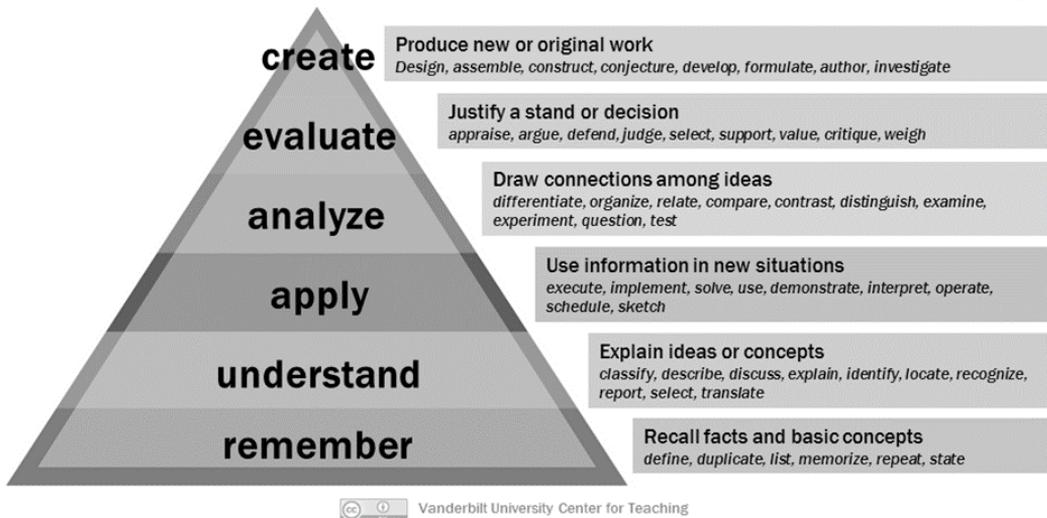


Figure 10. Bloom's Taxonomy

## Note on the use of capital letters in this document

Capital letters are used at the start of sentences or headings. For example: "Teachers are responsible for helping all students learn." Capital letters are used for abbreviations in the text. For example: "HTs (head teachers) are instructional leaders at school." Capital letters are used for proper nouns, i.e., nouns that refer to a single, specific person, place, organisation or document. For example, Muhanga, Rwandan Education Board or National Teacher CPD Framework. Small letters are used for roles that many people hold and descriptions of place, which there are many. For example: head teacher, teacher, school, classroom, or sector.

## References

Akyeampong, K., Lussier, K., Pryor, J., Westbrook, J. (2013) Improving teaching and learning of basic maths and reading in Africa: Does teacher preparation count? *International Journal of Educational Development* 33: pp. 272–282.

Archer, J. Cantrell, S., Holtzman, S.L, Joe, J.N, Tocci, C,M, and Wood, J. (2016) *Better Feedback, Better Teaching. A practical guide to improving classroom observations*. Available online at <http://k12education.gatesfoundation.org/resource/better-feedback-for-better-teaching-a-practical-guide-to-improving-classroom-observations/>

Azigwe, J.B., Kyriakides, L., Panayiotou, A., Creemers, B. (2016) The impact of effective teaching characteristics in promoting student achievement in Ghana. *International Journal of Educational Development* 51 (2016) 51–61.

Bautista, A., & Ortega-Ruíz, R. (2015). Teacher professional development: International perspectives and approaches. *Psychology, Society and Education*, 7(3), pp. 240-251.

Boly, Wolff, Diallo, Alidou, Brock-Utne, and Heugh. (2006) *Optimizing learning and education in Africa - the language factor: a stock-taking research on mother tongue and bilingual education in Sub-Saharan Africa*. Accessed online [20.09.2016] <http://www.mlenetwork.org/content/optimizing-learning-and-education-africa-%E2%80%93-language-factor-stock-taking-research-mother-tong>

Bourgonje, P. and Tromp, R. (2011) *Quality educators: An international study of teacher competences and standards*. Brussels: Education International.

Brock-Utne. (2013) *Learning for All Africa's Children – but in whose*

*language?* Commonwealth Education Partnerships 2012/13

Caena, F. (2013) *Supporting teacher competence development: For better learning outcomes*. European Commission.

CEPPE. (2000) *Learning Standards, Teaching Standards and Standards for School Principals: A Comparative Study*. Chile: Centre of Study for Policies and Practices in Education.

Charalambous, E., Kyriakides, L., and Creemers, B. (2016 in press) Promoting quality and equity in socially disadvantaged schools: A group randomisation study, *Studies in Educational Evaluation*.

Clinton, J. and Hattie, J. (2015) Teachers as Evaluators in Fetterman, Kaftarian and Wandersman (eds.) *Empowerment Evaluation 2nd Edition*. Sage.

Creemers, B. and Kyriakides, L. (2012) *Improving quality in education. Dynamic approaches to school improvement*. Routledge, London and New York.

Creemers, B., Kyriakides, L., Antoniou, P. (2013) *Teacher Professional Development for Improving Quality of Teaching*. Springer.

Danielson, C. (2014) *The Framework for Teaching Evaluation Instrument*. The Danielson Group.

Dembele, M. and Lefoka, P. (2007) Pedagogical Renewal for Quality Universal Primary Education: Overview of Trends in Sub-Saharan Africa. *International Review of Education*, 53 pp. 531-553

Eraut, M. (1994). *Developing Professional Knowledge and Competence*. Routledge.

Erling, Adinolfi, and Hultgren. (2017) *Multilingual Classrooms: Opportunities and Challenges for English as Medium of Instruction in Low and Middle Income Contexts*. Open University. Available: <http://oro.open.ac.uk/51698/>

Evans, D. and Popova, A. (2015) *What really works to improve learning in developing countries? An analysis of divergent findings in systematic reviews*. World Bank.

Guskey, T. (2002) Professional Development and Teacher Change. *Teachers and teaching: theory and practice*. Vol 8. No. ¾

Hardman, F (2011), *A Review of Save the Children's Global Teacher Support and Development Interventions*. London: Save the Children, available at <http://www.savethechildren.ca/document.doc?id=193>

Hardman, F., Ackers, J., Abrishamian, N., and O'Sullivan, M. (2011) Developing a systemic approach to teacher education in sub-Saharan Africa: emerging lessons from Kenya, Tanzania and Uganda, *Compare: A Journal of Comparative and International Education*, 41:5, pp. 669-683.

Hardman, F., Abd-Kadir, J., and Tibuhinda, A. (2012) Reforming teacher education in Tanzania. *International Journal of Educational Development* 32: pp. 826–834

Hattie, J. A. C. (2009) *Visible learning: A synthesis of 800+ meta-analyses on achievement*. Oxford, UK. Routledge.

Honeyman, C. (2014). *Early literacy promotion in Rwanda: opportunities and obstacles*. Save the Children, Kigali. Available at <https://rwanda.savethechildren.net/resources>

International Labour Organisation. (2012) *Handbook of good human resource practices in the teaching profession* / International Labour Office. – Geneva: ILO

Isoré, M. (2009) *Teacher Evaluation: Current Practices in OECD Countries and a Literature Review*, OECD Education Working Papers, No. 23, OECD Publishing, Paris. <http://dx.doi.org/10.1787/223283631428>.

Miyazaki, T. (2016) Is changing teaching practice the mission impossible? A case study of continuing professional development for primary school teachers in Senegal. *Compare: A journal of international and comparative education*. Vol. 46 no. 5 pp. 701-723

OECD. (2010) *The Nature of Learning. Using Research to Inspire Practice*. Centre for Educational Research and Innovation. Paris: OECD Publishing

OECD. (2011) *Building a High-Quality Teaching Profession. Lessons From Around the World*. Paris: OECD Publishing

OECD. (2016) *Supporting Teacher Professionalism: Insights from TALIS 2013*, TALIS, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264248601-en>

Patton, M. Q. *Developmental Evaluation. Applying Complexity Concepts to Enhance Innovation and Use*. The Guildford Press.

Pollard, A. (ed.) (2010) *Professionalism and Pedagogy: A Contemporary Opportunity. A commentary by TLRP and GTCE*. London: TLRP.

Samuelson, B.L., and Freedman, S.W. (2010) Language Policy multilingual education and power in Rwanda. *Language Policy*, Vol. 9, no.3, pp. 191-215.

Schoen, D. (1983) *The reflective practitioner, how professionals think in action*. Basic Books.

Schweisfurth, M. (2011) Learner Centred education in developing country contexts: From solution to problem? *International journal of Educational Development* 31, pp. 425-432.

UNESCO. (2005) *Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability*. Education for Sustainable Development in Action Technical Paper N° 2 - 2005 UNESCO.

UNESCO. (2017) Teacher support and motivation Framework for Africa. Emerging patterns. UNESCO-IICBA. Available online: <http://unesdoc.unesco.org/images/0025/002599/259935E.pdf>

Villegas-Reimers. (2003) *Teacher professional development: an international review of the literature*. UNESCO IIEP.

Walter, C., and Briggs, J. (2012) *What professional development makes the most difference to teachers?* A report sponsored by Oxford University Press. Available at: [http://www.academia.edu/3294074/What\\_professional\\_development\\_makes\\_the\\_most\\_difference\\_to\\_teachers](http://www.academia.edu/3294074/What_professional_development_makes_the_most_difference_to_teachers) [Accessed 25.08.13].

### **Policy and legislation relevant to teacher development and management**

GoR (2017) *Official Gazette n° 18 of 01/05/2017 N°144/01 of 13/04/2017* Presidential Order determining modalities for recruitment, appointment and nomination of public servants

MINEDUC. (2016) *ICT in Education Policy*. Kigali: Government of Rwanda

GoR (2016) *Official Gazette (unknown) 2017 DETERMINING MODALITIES FOR PERFORMANCE APPRAISAL OF TEACHERS*

GoR (2016) *Official Gazette n° 48 of 28/11/2016* Presidential Order N°24/01 of 24/11/2016 Establishing Special Statutes Governing Teachers in Nursery, Primary and Secondary Education

*GoR (2016) Official Gazette n° 03 of 18/01/2016*

N° 002/2016 of 08/01/2016 Ministerial Order determining the responsibilities of school management board members...

7.N° 003/2016 of 08/01/2016 Ministerial Order determining general rules governing nursery, primary and secondary schools and functioning of school general assembly and its subsidiary organs

6.N° 004/2016 of 08/01/2016 Ministerial Order determining rules governing code of conduct of headmasters, teachers and students

5.N° 005/2016 of 08/01/2016 Ministerial Order determining modalities for conducting meetings and making decisions of the sector or the district education council

4.N° 006/2016 of 08/01/2016 Ministerial Order determining curriculum, teaching hours and the language of instruction in primary, secondary and specialized schools

Ministry of Public Service and Labour and Ministry Of Finance And Economic Planning (2015) *Result Based Performance Management (RBM) Policy for Rwanda Public Service*

GoR (2015) *Official Gazette n° Special of 01/07/2015* Presidential Order N°45/01 of 30/06/2015 Establishing the Code of Professional Ethics for Public Servants

MINEDUC. (2015) *Competence Based Curriculum Framework Pre-Primary to Upper Secondary*. Kigali: Government of Rwanda

MINEDUC. (2015) *Competence Based Curriculum Teacher Training Manual*. Kigali: Government of Rwanda

MINEDUC (2013) Education Sector Strategic Plan 2013-8 Available at <http://www.mineduc.gov.rw/resources/policies/>

GoR (2013) Official Gazette n° 42 bis of 21/10/2013 LAW N°86/2013 OF 11/09/2013 Establishing the General Statutes for Public Service

MINEDUC. (2012) *National Teacher Code of Conduct; Teacher Appraisal and Evaluation System; National Teacher Professional Standards and Terms and Conditions of Service for Teachers*. Kigali: Government of Rwanda

GoR (2012) *Official Gazette n° 31 of 30/07/2012* Law N°23/2012 of 15/06/2012 Governing the Organisation and Functioning of Nursery, Primary and Secondary Education

GoR (2011) *Official Gazette n° 34 of 22/08/2011* Organic Law N°02/2011/OL of 27/07/2011 Governing Organisation of Education

GoR (2011) *Official Gazette n° special of 31/07/2011* N°46/01 of 29/07/2011 Presidential Order governing modalities for the recruitment, appointment and nomination of public servants

