

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**



**NATIONAL FRAMEWORK FOR TEACHERS
CONTINUOUS PROFESSIONAL
DEVELOPMENT**

NOVEMBER, 2020

FOREWORD

The Government of the United Republic of Tanzania recognizes the need for establishing a National Framework for Teachers Continuous Professional Development (NF-TCPD) to ensure that teachers are professionally empowered and supported within the effectively governed system.

The NF–TCPD is a strategy designed to improve quality of teaching and learning. The framework will foster improved teachers’ subject content mastery, classroom teaching and learning practices including the leverage of technology in the teaching and learning processes. The advantage of the framework is that it will give access to vulnerable populations, ultimately ensuring inclusive and equitable quality education. This national initiative is reflected in the Education and Training Policy (ETP) 2014, Education Sector Development Programme (ESDP) of 2017-2022 and the Tanzania Development Vision 2025. The framework is consistent with Sustainable Development Goals (SDGs) which highlight commitment to strengthen teacher professionalism focusing on Basic Education.



The NF-TCPD is intended to guide national initiatives geared towards improving teachers' effectiveness, thus facilitating national coordination and harmonisation of TCPD across the country.



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EXECUTIVE SUMMARY

The National Framework for Teachers Continuous Professional Development (NF – TCPD) is the Government policy directive to guide In-service Teachers'. The TCPD aimed to ensure the availability and development of competent teachers for quality and equity in teaching and learning in basic education.

The framework puts forward six domains that are classified with their capacity for supporting TCPD in Tanzania. The domains include Principles of TCPD, Mechanism for TCPD implementation; Institutional arrangement of TCPD provision, Monitoring and Evaluation (M&E) of the TCPD, TCPD funding and sustainability and Roadmap for TCPD implementation. These domains are exhaustively elaborated to ensure that the Government has a strong foundation in terms of structure and administration of TCPD provision. The five domains represent the underpinning philosophy of the teacher education model that guides the design, delivery and enhancement of nationally coordinated programmes and courses so as to develop teachers who have positive attitudes, necessary skills, depth and breadth of their subjects' teaching competences.

The NF-TCPD considers the circumstances in which each of the domains can be adopted and explores the interrelationship between the key aspects of teacher

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professionalism. The framework also examines the power relations inherent in each domain and explores the extent to which CPD is perceived and promoted to bring about teachers' accountability. The framework ensures a national collaborative endeavour that supports the desired outcomes for our teachers and academic pathways.

The NF-TCPD affirms harmonization of both the structure and substance of the Tanzanian model of teacher professional development programmes that build on existing strengths to bring teacher education to a higher level of excellence, drawing on the perspectives of stakeholders and putting the 21st -century learner at the very heart of our educational goals.

List of Abbreviations and Acronyms

ADEM	Agency for the Development of Educational Management
CBO	Community-Based Organization
CPD	Continuous Professional Development
DAO	District Academic Officers
DEO	District Education Officer
DPD	District level Professional Development
ESDC	Education Sector Development Committee
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FBO	Faith Based Organization
HoS	Head of School
INSET	In-service Training
INSET-PST	In-service Training – Primary School Teachers
LANES	Literacy, Arithmetic and Numeracy Education Support Programme
LGA	Local Government Authorities
M & E	Monitoring and Evaluation
MoEST	Ministry of Education, Science and Technology
MTUU	Mpango wa Tanzania UNICEF na UNESCO

NACTE	National Council for Technical Education
NECTA	National Examination Council of Tanzania
NF – TCPD	National Framework for Teachers Continuous Professional Development
ODL	Open and Distance Learning
PEDP	Primary Education Development Plan
PO-RALG	President’s Office- Regional Administration and Local Government
RAS	Regional Administration Secretary
REO	Regional Education Officer
SDG	Sustainable Development Goals
SEDP	Secondary Education Development Programme/Plan
SQAO	School Quality Assurance Officer
TCPD	Teachers Continuous Profession Development
TDMS	Teacher Development and Management Strategy
TESP	Teacher Education Support Program
TEP	Teacher Educators Program
TIE	Tanzania Institute of Education
TRC	Teachers Resource Centre
UNICEF	United Nations Children’s Fund

TABLE OF CONTENTS

Foreword	ii
Executive Summary	iv
List of Abbreviations and Acronyms	vi
1.0 INTRODUCTION	1
1.1 TCPD Background	3
2.0 RATIONALE	8
3.0 THE GOAL OF NATIONAL FRAMEWORK FOR TEACHERS CONTINUOUS PROFESSIONAL DEVELOPMENT	9
3.1 Objectives	10
3.2 Expected Results	10
3.3 Expected Outcomes	11
4.0 PRINCIPLES FOR TCPD	12
4.1 Principles	12
4.2 Criteria and Competencies for TCPD	13
5.0 MECHANISM FOR TCPD IMPLEMENTATION	16
5.1 Levels and Types of TCPD	16
5.2 Delivery Models	18
5.3 Procedures for TCPD Management	20



6.0	INSTITUTIONAL ARRANGEMENTS	21
6.1	Coordination of TCPD	21
6.2	Role & Responsibilities of Key Stakeholders	22
6.3	Capacity Building of Key Tcpd Stakeholders	32
6.4	Needs Assessment and Timing of Tcpd Interventions	32
6.5	Recognition and Certification of Tcpd Participation	33
7.0	TCPD IMPLEMENTATION ROADMAP	34
8.0	MONITORING AND EVALUATION	35
9.0	FUNDING AND SUSTAINABILITY	36
9.1	Funding	36
9.2	Sustainability	36
9.3	Resources for TCPD	36
10.0	CONCLUSION	37
11.0	GLOSSARY	37
12.0	BIBLIOGRAPHY	38

1.0 INTRODUCTION

The Government of the United Republic of Tanzania intends to facilitate its workforce on the acquisition of professional skills and knowledge so as to enable them to address different challenges emanating from social, economic and technological transformations. The aim is to improve organisational efficiency as well as output within the educational sector. Teachers' professional development is a system designed to strengthen the capacity of teachers to facilitate teaching and learning. Teachers professional development is an opportunity offered to teachers and those concerned with the teaching and learning processes. The aim is to build their knowledge, skills, professionalism and any other teaching qualifications. Teachers' development activities will be continuous and will help to improve teachers' performance in and outside school.

The National Framework for Teachers Continuous Professional Development (NF–TCPD) in Tanzania is the Government policy directive to guide in-service teachers in developing new skills and knowledge. The TCPD builds on the changing social, economic, environmental and technological development that affects subjects taught in schools as well as teachers' pedagogical practices.

It pays attention to the need for expanding teachers' mastery of subject content, understanding, skills and motivation to enhance teachers' competence and professional values. It is anchored in the Education and Training Policy (ETP) 2014 to ensure quality basic education for all.

The framework encompasses newly employed teachers and all practising teachers in Pre-Primary, Primary, Secondary, Teacher Education and Adult and Non-Formal Education. TCPD is offered through different modalities, including Open and Distance Learning (ODL), school based, ward and cluster approaches, focusing on individual teacher, school and national level. This approach is cost-effective; it offers a viable and sustainable approach to professional growth and development to all teachers. Hence, the approach ensures fair access to TCPD by all teachers.

The NF-TCPD draws on the strength of the existing education and training system, particularly the public teacher colleges, universities and university colleges. It recognizes the challenges and constraints faced in the provision of TCPD, particularly financing. However, it also draws inspiration from the Government's firm commitment to strengthen teaching and learning in the country.

1.1 TCPD Background in Tanzania

Tanzania has a long history of TCPD. Right from the early 1960s, the Government and local private agencies conducted In-service training for their teachers. In the 1970s and 1980s, the Government implemented a countrywide Continuous Professional Development (TCPD) initiative called *Tanzania UNICEF and UNESCO Primary Education Reform* which was also known in Kiswahili as Mpango wa Tanzania UNICEF na UNESCO - MTUU. In this initiative, teachers in the community schools were mentored by tutors in the nearby teacher colleges. The initiative also focused on strengthening school and community partnership for socialization purposes. Alongside MTUU, there was the Universal Primary Education–UPE initiative that recruited paraprofessional teachers who received tailor-made training done in the ward centres. Another TCPD initiative implemented under District Based Support for Primary Education (DBSPE) in the 1990s supported whole school development through a network of Teachers Resource Centres around the country.

In 1998 the Ministry of Education and Culture by then instituted a Teacher Educators Programme (TEP) to orient college tutors to the major educational paradigm shift, away from a teacher-centred approach to learner-centred approach.

Therefore, the TCPD activities were designed to revolve around building the capacity of Teacher College tutors to use participatory techniques and cooperative learning methods. Active learning became the idiom of the time, and TEP had to take the lead in these transformations.

The initial design of TEP was a three-month residential/college-based course. But it was later redesigned into a semi-distance learning course conducted in zonal settings that was able to accommodate more college tutors and larger populations. Teachers College tutors graduating from these zonally conducted TEP courses were later the mentors and coaches of both primary and secondary school teachers based in their zonal localities. This TEP design was deemed a success in supporting primary and secondary school teachers, particularly in inculcating skills in the effective use of cooperative teaching and learning methods. One of a remarkable achievements of TEP model was the establishment of a coordinating unit at Morogoro Teachers' College. This unit became a centre for the development of pedagogical skills for engineers and experts of non-education specialists. Furthermore, in the year 2010, TEP became one of the formal criteria for college tutors' promotion.

During the period 2002 – 2011, The Tanzania Government embarked on the enrolment expansion in primary and secondary education through major sector development plans; the Primary Education Development Program (PEDP 2002 – 2011) and the Secondary Education Development Plan (SEDP 2004 - 2016). TCPD activities followed this expansion to support teachers' mastery of subject content and pedagogical practices especially in Science, Mathematics and English.

The Tanzania education system has a remarkable record in its attempt to provide In-service Teacher support. In 2009 to 2013, the school - based In-Service Education for Primary School Teachers (INSET – PST) was implemented. This was a pilot programme that involved seven districts in Tanzania. The program focused on enhancing teachers' capacity in Mathematics, Science, English and Teaching methods. However, mainstreaming of this initiative for national scale up was constrained in terms of resources to support its implementation. Despite resource constraints, evaluation of the pilot phase revealed that the program had a positive impact in the classroom teaching and learning process. The demand for scale-up was also very high. Secondly, in the years 2009 to 2016, another Teacher-support initiative for secondary school teachers in science, mathematics and English

language subject areas was introduced with the aim of uplifting teachers' pedagogical skills in innovative development of teaching and learning materials for an effective teaching and learning environment. Part of this initiative was supporting teachers to improve teaching science, mathematics, English language and laboratory techniques. However, given resource constraints faced by this particular initiative, there was a very limited reach of teachers that were targeted by the initiative. Only 66.6 % of the targeted teachers benefited from the programme.

In 2012, the Government of Tanzania adopted the Big Results Now (BRN) initiative to accelerate the implementation of national priority projects and facilitate the realisation of the Tanzania Development Vision 2025. Education became one of the priority sectors under this initiative whereby 3Rs (Reading, Writing and Arithmetic) were considered one focus area for building strong foundational learning competencies for improved learning outcomes in later years. The other related priority area was the Student-Teacher Enrichment Programme (STEP) for primary and secondary schools teachers that was designed to provide primary and secondary school teachers with the skills and knowledge to identify low-performing students and bring them to the expected competency levels.

The implementation of BRN involved the National Baseline Assessment for the 3Rs, standards 1 and 2 curriculum review and training of teachers in 3Rs teaching skills. This was made possible largely from the GPE supported *Literacy and Numeracy Education Support* (LANES) Programme and other key partners including DFID-EQUIPT, UNICEF and USAID-TZ 21 programme initiatives. For effective management of the National 3Rs programme, capacity building was also enhanced for Teachers College principals, Head Teachers, Ward Education Officers (WEOs) and School Quality Assurance Officers (SQAOs).

Despite the numerous achievements from the previous initiatives in the 1970s to the current similar initiatives, there remain some challenges. Numerous sources, including the Teacher Development and Management Strategy (TDMS, 2008 - 2013), National Baseline Assessment for 3Rs Report (2014), the National Baseline Assessment for the 3Rs report (2014) and the 2017 Joint Education Sector Review Report (JESR), indicate that provision of TCPD activities is inadequate, ad-hoc, irregular, not adequately coordinated and with limited funding.

However, lack of a structured framework to sustain the most effective INSET models and approaches was a central and critical challenge that called for urgent and contemporary action from the government and education stakeholders in support of the teaching profession in Tanzania, to champion the delivery of quality education and sustained improved learning outcomes.

2.0 RATIONALE

For many years in Tanzania, TCPD initiatives have been implemented focusing on strengthening teacher's capacity to influence better learning achievements. However, these initiatives have lacked always a proper mechanism for a harmonized and coordinated operational mechanism. Most of the previous TCPD initiatives were inadequately implemented (Komba and Nkumbi, 2008). For instance, there are no predefined periods for teachers to attend teacher development sessions for upgrading subject contents, appropriate pedagogy and andragogy as well as technological skills. The skills upgrading currently taking place are based on individual efforts, and consequently are severely lacking in terms of addressing changing sector dynamics and national priorities such as large class size; developing literacy skills; improving teaching, diversity issues (gender, environment, life

skills, etc.) integration of science and technology in teaching and learning process.

It is within this context that, the Ministry of Education, Science and Technology (MoEST) envisages to establish a TCPD framework aimed at coordinating and harmonising the various TCPD initiatives to develop teachers' expertise, understanding, skills, ethics and dispositions. A well-defined framework will establish a shared understanding around expected roles and responsibilities, delivery mechanisms, quality control and production of delivery tools. Furthermore, it will have properly defined and measurable TCPD outcomes. Overall, the framework aims at improving the efficiency and effectiveness of a national TCPD system, processes and support.

3.0

THE GOAL OF NATIONAL FRAMEWORK-TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT

The goal is to improve learning outcomes through a coordinated and institutionalised national TCPD framework.

3.1 Objectives

The specific objectives of the Framework are to:

- a) Put in place a guideline for operationalization of TCPD provision;
- b) Build the capacity of key TCPD stakeholders for its effective implementation;
- c) Support the institutionalised mechanism that will, throughout career-span, improve teachers' abilities to:
 - i. Develop students' competencies and skills for effective mastery of subject content;
 - ii. Use inclusive pedagogical and andragogical approaches as well as to;
 - iii. Integrate science and technology in teaching and learning processes; and
 - iv. Integrate crosscutting issues such as gender, life skills education, environmental education, entrepreneurship education, etc.
- d) Institutionalize a national costed plan for TCPD provision; and
- e) Put in place Monitoring, Evaluation and quality assurance framework for TCPD provision.

3.2 Expected Results

It is expected that the framework will lead to:

- a) Established mechanism for institutionalized sustainable TCPD provision;

- b) Improved teaching and learning processes and practices in teacher colleges and schools;
- c) Increased number and capacity of TCPD management personnel;
- d) Availability of a well-defined costed plan for TCPD provision;
- e) Development of mechanisms for TCPD quality assurance, monitoring and evaluation;
- f) Increased number of teachers and tutors who received TCPD; and
- g) Improved teachers' motivation and proactiveness in their professional field

3.3 Expected Outcomes

The following outcomes are expected:

- a) A culture of collaborative teaching and learning, self-learning and mentorship among teachers and tutors;
- b) Teachers and tutors implementing teaching and learning practices for competence development, inclusive pedagogy, andragogy and leveraging science, technology and innovation;
- c) Improved teachers and students' performance; and
- d) Harmonized and coordinated national, district, cluster, ward, school, based TCPD provision systems.

4.0 **PRINCIPLES FOR TCPD**

The TCPD services aim at improving teachers' practices through a transformative model of professional development. The TCPD programme will be regular, ongoing, sustainable and well supported by existing Government structures. The approaches will enable teachers to make fundamental shifts in their personal views and values about themselves and their practices. Similarly, TCPD activities will be teacher- and tutor-driven and will be facilitated by competent facilitators. All professional development programmes will be coordinated and quality-assured by the Ministry of Education, Science and Technology. It is expected that all TCPD will contribute directly to improve the quality of teaching and learning outcome.

4.1 **Principles**

Considering the above approach, TCPD shall have the following principles:

- TCPD is mandatory for all teachers;
- TCPD shall provide clear career paths through a professional development process that contributes to teachers' growth;
- A wide range of TCPD learning opportunities shall be available to all teachers through different modalities and approaches;
- TCPD shall be based on the concept of teachers as professionals;

- TCPD will expose teachers to emerging issues in basic education as well as science, technology, innovation and socio-economic development;
- TCPD shall be grounded in collaborative, inclusive, gender-responsive and participatory learning;
- The design, development, improvement and approval of resource materials for teacher professional development will be ongoing and shall reflect Tanzanian education curricula;
- Newly recruited teachers will go through induction programmes to orient them to the teaching profession as well as attending TCPD; and
- The Ministry of Education, Science and Technology shall hold responsibility for quality assurance and coordination of TCPD.

4.2 Criteria and Competencies for TCPD

TCPD sessions will involve high-level interaction and hands-on activity that introduces science and technology, pedagogical content knowledge and other skills to teachers. These modalities will be geared at motivating teachers to share experiences, lessons learnt, successful and unsuccessful practices, problem-solving skills and reflection skills. They will emphasise Gender responsive pedagogy, inclusivity and teacher professionalism including ethics and values that promote equity and equality to better learning outcomes.

School leaders and administrators are critical units in school improvement. Their support is crucial in the development and maintenance of collaborative teams at the district, ward, and school levels. As part of the TCPD implementation, these leaders are required to plan, coordinate, monitor, supervise, form collaborative teams and provide space for experience sharing both successful and unsuccessful practices around supporting the teaching and learning experiences. School leaders and administrators will also be part of the TCPD skills development activities that focus on improving school leadership, supervisory skills, monitoring and evaluation skills.

Any TCPD provided should address one or more of the following aspects. These aspects will include the following:

Table 1: Domains for TCPD provision

Teachers are expected to strengthen domains related to Knowledge, Skills and attitude as highlighted in table No: 1.

Knowledge	Skills	Attitudes
• Subject content • Teaching and learning methodologies • Use of science and technology • Student assessment for learning. • Crossing cutting and diversity issues	• Leadership • Facilitation • Coaching and mentoring • Classroom management • Application of science and technology in teaching and learning • Collaborative teaching and learning	• Professional values (code of ethics and conduct) • Personal commitment • Positive attitudes • Self-learning • Learning with learners

Key competencies to be focused upon in TCPD include teachers' ability to:

- employ appropriate pedagogical content knowledge in teaching and learning;
- demonstrate proper ways of assessing students for learning;
- develop students' ability and culture to learn by themselves;

- iv. conduct reflective practices to inform teaching and learning process;
- v. do coaching and mentoring;
- vi. demonstrate the ability to teach learners according to their specific needs;
- vii. use appropriate leverage of science and technology in the teaching and learning process;
- viii. demonstrate professional values, ethics and code of conduct; and
- ix. show a positive attitude towards the teaching profession.

Detailed indicators will be developed to assess these competencies and classroom practices.

5.0 MECHANISM FOR TCPD IMPLEMENTATION

5.1 Levels of TCPD

Implementation of TCPD programmes will be at three levels, namely:

- School-level TCPD or in-house training;
- Ward/Cluster level and Teacher Resource Centres-TRCs where appropriate; and
- District or Council level.

However, there will be flexibility to conduct CPD in other modes according to their needs.

There will be three types of TCPD modules: Standard Modules, Need-based Modules and Pilot Modules.

Standard TCPD Modules- Will include a number of mandatory modules that will be used in Mandatory TCPD scheduled sessions. For example, these will be modules on the Teaching of 3Rs, Gender Responsive Pedagogy, Life skills education, Teacher Professional Code of Ethics and Conduct (as will be recommended by the TPB (Teachers Professional Board), School development and Community Participation, Managing Larger Classrooms, and Managing learners with special needs in a challenging environment. These modules will be approved by TIE and they might be reviewed and updated with time.

Needs-Based TCPD modules - will be those developed based on context -specific needs at the regional, district, ward, cluster or school levels. These could also be based on School Quality Assurances feedback, assessment feedback and any other identified areas for improvement. These could be tailored to suit one or more schools, one or more wards, or one or more regions. However, they have to be communicated with the District Education Office for approval.

Pilot-TCPD -Modules – would largely cover modules designed and developed as part of external projects or programmes to try out new models in classroom instruction, school leadership, and other thematic specific areas. These could also include pilot modules from higher learning institutions and TTCs as part of action research. It would be advisable that during the design of these modules TIE should be involved and where possible other actors such as School Quality Assurers, Teachers Colleges and Universities will also be involved.

5.2 Delivery Models

The TCPD delivery models will include formal and non-formal educational settings. In this way, In-Service teachers will have access to TCPD skills development opportunities that will enhance and improve their teaching, classroom instruction processes, management of the teaching-learning environment and professional knowledge. Formal TCPD involves attending school-based sessions, workshops or professional meetings and mentoring in the respective schools, Wards, Clusters, Teacher Resource Centres and Teacher Training Colleges, Agency for the Development of Educational Management (ADEM). Formal TCPD may be provided by government institutions (TRCs, TTCs, etc.), Ministry-approved Development Partner Programmes, or by private

providers who have been registered and approved by MoEST according to GoT-TCPD guidelines. These private partners may include, for example, non-governmental organizations, private colleges or universities, and missions. Non-formal experiences include reading professional publications and learning from websites related to any academic discipline (Ganser, 2000), including online and electronic self-led learning. It also encompasses reflective practices that lead to teacher's professional growth and excellence. The delivery of TCPD remains a government-managed process to improve the performance of primary, secondary schools and college tutors workforce in several areas deemed important from time to time. In this context, the delivery of the TCPD will be done based on approved GoT-TCPD guidelines. However, whereas the delivery of TCPD remains open to all interested institutions not allied to the Government such delivery will be subject to a broad range of consultation with the respective sector ministries, the Teacher Education Unit, Tanzania Institute of Education, Higher learning institution, the Teacher Training Colleges and School Quality assurance department. All the procedures and processes for approvals for non-government actors will be laid out in the TCPD Guidelines.

5.3 Procedures for TCPD Management

This section outlines the procedures to be followed by parties interested in the provision of TCPD, before and throughout the process. To ensure harmonization of its activities, MoEST will approve all TCPD programmes as well as its providers such as Institutions of Higher Education, International and National Stakeholders (FBOs and Community Based Organization (CBOs).

In providing TCPD, it will be mandatory that TCPD:

- i. Is provided by a recognized professional institution;
- ii. Is approved by the MoEST and the provider submits programme reports to MoEST every quarter;
- iii. Is in line with the national curriculum and agreed on approach to TCPD provision in Tanzania;
- iv. Implementing organizations shall submit TCPD implementation reports to the MoEST and PO–RALG; and
- v. Implementation processes adhere to Government rules and regulations.

6.0 INSTITUTIONAL ARRANGEMENTS

TCPD will be managed and delivered by the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PO-RALG). The MoEST as the mandated Education Policy and Training unit will oversee the formulation, development of all the TCPD guidelines, quality assurance, monitoring and evaluation. Whereas PO-RALG shall be responsible for the oversight and supervision of the national TCPD implementation of TCPD programs at all levels, from the national, regional, districts, ward and to the school. Both Ministries shall have joint responsibility for the oversight and work and coordinated implementation of TCPD across the country.

6.1 Coordination of TCPD

The TCPD will be coordinated by the Teacher Education Unit in the Ministry of Education Science and Technology. The TEU in collaboration with TIE will be responsible for the identification, design and review of all CPD key programmes. The TEU, through the In-service Teachers Training desk will be in charge of the daily administration of all CPD activities and delivery agencies in the country. The TEU shall collaborate with Directorate of Education and Administration at PO-RALG to oversee the overall implementation, quality assurance, monitoring and

evaluation of all TCPD activities.

Also, to ensure smooth coordination and implementation down to school level:

- i. Schools, TRCS and Teachers' Colleges shall be the core units of TCPD;
- ii. An individual teacher shall be a key actor for CPD activities;
- iii. TIE in collaboration with specialized education institutions will coordinate TCPD materials development or review, approval, and their orientation;
- iv. Teachers shall form collaborative teams based on their subjects;
- v. Every administrative level (LGAs) shall oversee TCPD activities in their areas; and
- vi. There shall be a link between and across levels depending on the needs.

6.2 Roles & Responsibilities of Key Stakeholders

The roles and responsibilities of key actors are presented in Table 2. These are very important for smooth coordination, development and sustainability of CPD for teachers and educational administrators.

Table 2: Roles and Responsibilities of TCPD Actors

Level	Actor	Role and responsibilities
National	Permanent Secretary- Ministry of Education, Science and Technology (MoEST)	• Develop policies, guidelines, rules and regulations to foster quality TCPD programmes; • Set standards for teachers' competences; • Identify and plan for TCPD programme interventions • Approve TCPD programmes and service providers; • Maintain data and information of TCPD providers; • Coordinate and regulate TCPD provision through a Teacher Education Unit;

Level	Actor	Role and responsibilities
		• Provide necessary resources/Finance TCPD programmes and implementation plans; • Collaborate with OP-RALG to carry out Monitoring and Evaluation of TCPD programmes; • Review TCPD Priorities and develop programmes for teachers; • Assess CPD programme and award recognition; and • Prepare and disseminate TCPD national reports

Level	Actor	Role and responsibilities
	Permanent Secretary -President's Office – Regional Administration and Local Government (PO-RALG)	• Identify TCPD needs at various levels; • Approve national TCPD priorities; • Collaborate with the MoEST in TCPD implementation; • Plan and finance TCPD interventions; and • Collaborate with MoEST to supervise and monitor TCPD implementation at all levels.
	Tanzania Institute of Education (TIE)	• Develop, review and approve resource materials for TCPD; • Orient developed TCPD materials to the facilitators; and • Prepare and disseminate TCPD reports.

Level	Actor	Role and responsibilities
Regional	Regional Administrative Secretary (RAS) /Regional Education Officer	• Coordinate Regional TCPD Priorities; • Supervise and monitor Regional TCPD activities; and • Report to MoEST and PO-RALG on TCPD implementation.
District / Council	District Executive Director and - District Education Officer -	• Identify District TCPD priorities; • Supervise, Coordinate and monitor district, ward/clusters and school TCPD activities; • Supervise TCPD Cluster formation; and • Create awareness and promote inclusive and diversity education in all schools; • Plan and finance TCPD programmes; and

Level	Actor	Role and responsibilities
		• Report to RAS on TCPD implementation, achievement and challenges.
Zonal and Regional/ District School Quality Assurance	Zonal and District School Quality Assurance Officer	• Ensure quality of TCPD sessions at all levels; • Supervise and monitor teachers in Zonal and District level TCPD; • Conduct Regional/ District TCPD impact assessment; • Ensure the promotion of inclusive and diversity education in all schools; and • Report to MoEST on the provision of quality TCPD, achievement and challenges.

Level	Actor	Role and responsibilities
Teacher College/ Universities	College Principal	• Determine TCPD needs in collaboration with District Councils and TEP Coordinator; • Collaborate with District Councils in the planning and provision of TCPD ; • Monitor provision of TCPD at District Council and provide technical support; • Coordinate research and publication of educational materials through TEP; • Coordinate preparation of annual TCPD plan; and • Prepare and keep records for TCPD implemented activities.

Level	Actor	Role and responsibilities
Ward / Cluster	Ward Education Officer and Teaching Resource Center (TRC) Coordinator / Cluster coordinator	• Determine TCPD needs in collaboration with Heads of School; • Supervise the formulation of a subject team for TCPD; • Plan and provide support to ward/ clusters and schools in collaboration with Head of Schools for TCPD activities; • Ensure efficiency of school collaborative sessions; • Ensure a conducive and supportive environment for collaborative sessions in schools; • Create awareness and promote inclusive and diversity education in all schools;

Level	Actor	Role and responsibilities
		• Supervise, monitor and document learning experience, gaps and challenges for TCPD activities at Ward and Cluster level • Participate in the leadership of collaborative sessions at District level; • Ensure all schools have annual TCPD plans; • Monitor and evaluate TCPD activities; • Collect data about TCPD activities at the ward / cluster level; and • Report to DED on TCPD implementation.

Level	Actor	Role and responsibilities
School	Head of School	• Identify TCPD needs at the school; • Integrate TCPD activities into the whole school development plan; • Ensure a conducive and supportive environment for collaborative sessions; • Facilitate and coordinate inter-school collaborative sessions at ward/cluster level; • Facilitate, observe, mentor and support teacher development activities at school; • Create awareness and ensure inclusive and diversity education at the school level;

Level	Actor	Role and responsibilities
		• Participate in leadership sessions for TCPD at ward/ cluster, district level; and • Report to WEO on TCPD implementation.

6.3 Capacity Building of Key TCPD Stakeholders

The NF- TCPD will dwell on the roles and responsibilities of implementers and partners for education development at different levels. Capacity building for key stakeholders will be provided regularly to enable them to undertake their responsibilities effectively.

6.4 Needs Assessment and Timing of TCPD Interventions

TCPD needs for teachers shall be assessed using a variety of techniques such as classroom observation, field research, school-based assessment, students' performance, curriculum demands, teachers' own perceived needs and monitoring reports.

Once needs are determined, the delivery schedules for TCPD are meant to allow the teachers to be on task during the school hours. This is a core philosophy of the TCPD model as opposed to the residential model. Another core philosophy of TCPD is that, teachers must be given time to engage in professional development programmes.

TCPD delivery for bigger groups of more than one school may normally be done during weekends and recess/school holidays. However, it could also be tailored to half-day (afternoons) during school days. Time for TCPD for a group of teachers within a school will be negotiated with the school administration in consultation with teachers to ensure the least disruption of school teaching and learning time table. TCPD could be done by individual Teachers on any day of their choosing and need at that particular time.

6.5 Recognition and Certification of TCPD Participation

Participation of teachers in CPD shall be recognized through certification and other awards. These will be determined based upon agreed criteria and standards set by designated authorities. To maintain fairness and standards, pilot TCPD session will not be part of the arrangement.

7.0 TCPD IMPLEMENTATION ROADMAP

TCPD is a continuous process that will involve both government and non-government interventions at different times of the year. The TCPD programmes will be implemented as part of the Education Sector Development Plan (ESDP). As a strategy, TCPD will be implemented in four different phases over the timeline of the current ESDP 2016/17 – 2021/22. Phase one of the implementation will be based on yearly plans aimed at addressing the recurrent challenges in each calendar year of the current ESDP.

The implementation strategy will focus on the introduction of the National Framework for Teacher Continuous Professional Development and the revamping of GoTs official TCPD delivery centres that is Teacher Resources Centres (TRCs). The first phase will involve revamping the TRCs and bringing them back to a functional status. Part of this activity will involve ensuring each centre has a Centre Coordinator, and basic essential facilities for TCPD to take place. Each centre will have a clearly defined catchment area of schools assigned to the centre.

Each TRC will have a permanently designated Coordinator who will be responsible for pre-planning TCPD sessions based on the target group(s), individuals, and the intended target objective(s).

Each TRC will have an annual schedule of all planned activities that will inform the Centre users of available slots to allow efficient use of the centre's facilities and facilitator's time.

8.0 MONITORING AND EVALUATION

Monitoring and evaluation shall be conducted from national to the school level. The activity shall be done to determine the extent to which the TCPD activities provided has fulfilled educational goals. M&E shall be an integral tool for TCPD implementation. This is mainly meant to determine: -

- i. The extent to which teachers and educational administrators have participated at all levels;
- ii. The extent to which TCPD resources have been utilized in line with existing policies and regulations; and
- iii. The extent to which TCPD has significantly contributed to improved teaching and learning process including learning outcome.

In order to ensure effectiveness of TCPD, quarterly, biannual and annual reports shall be prepared and submitted to MoEST and PO-RALG.

9.0 FUNDING AND SUSTAINABILITY

9.1 Funding

All TCPD programmes require considerable financial resources. The Government through MoEST & PO-RALG shall finance the TCPD by allocating a sizeable portion of the educational budget every year for implementing TCPD.

9.2 Sustainability

Concurrently, MoEST and PO-RALG will build the capacity of local authorities to establish mechanisms for raising funds to sustain TCPD practices.

Nevertheless, the Government policies and regulations shall ensure sustainable TCPD provision. Both local and international organizations/Stakeholders will be invited to support the TCPD plans and implementation. Furthermore, sustainability shall be guaranteed through comprehensive TCPD plans within the ESDP framework.

9.3 Resources for TCPD

In addition to funding, the resources for TCPD are both human and physical. Human resources include facilitators, administrators, coordinators and mentors. Physical resources comprise infrastructure, stationeries and other facilitation materials.

Therefore, there is a need to ensure their availability and their effective utilization.

10.0 CONCLUSION

The purpose of NF–TCPD is to improve teaching and learning in basic education. The success of its implementation will depend on the involvement of education stakeholders at all levels. Thus, active participation of every actor in the education sector is essential to fulfil the Government’s efforts of improving the quality of education in Tanzania.

11.0 GLOSSARY

Andragogy refers to the methods and principles used in adult education.

Basic Education refers to pre-primary, primary and ordinary level secondary education.

District refers to District/Town/Municipal/City Council.

Educational Administrators are all actors who supervise the implementation of TCPD, including Regional Education Officers, District Education Officers, School Quality Assurance Officers, Teacher Colleges Principals, Ward Education Officers and Head of Schools.

Head of School refers to the head teacher or headmaster/headmistress.

Teachers are the personnel teaching in pre-primary, primary, secondary schools and teachers' colleges.

School Management Team refers to the head of school, deputy head, academic master/mistress, discipline master/mistress and representative of non-teaching staff.

Education Stakeholders refers to anyone who is invested/devoted in welfare and success of education interventions this includes: MoEST and PO-RALG allied Institutions, Development Partners (DPs), Nongovernmental Organisations (NGOs), Faith-Based Organisations (FBOs) and Community Based Organization (CBOs).

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