CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

for Teachers and Teacher Educators

Malawi Government

Ministry Of Education, Science and Technology

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This framework has been made
possible with the support of:

'Quality teachers and teacher educators, quality education'.

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Abbreviations and Acronyms

CPD	Continuing Professional Development
DBE	Directorate of Basic Education
DEM	District Education Manager
DHR	Directorate of Human Resources
DIAS	Directorate of Inspection and Advisory Services
DSE	Directorate of Secondary Education
DTED	Department of Teacher Education and Training
EDM	Education Division Manager
ESIP	Education Sector Implementation Plan
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
NESP	National Education Sector Plan
NGO	Non-Governmental Organization
NSTED	National Strategy for Teacher Education and Development
OECD	Organization for Economic Cooperation and Development
PEA	Primary Education Advisor
SDG	Sustainable Development Goal
SEMA	Senior Education Methods Advisor
TDC	Teacher Development Centre
TEI	Teacher Education Institution
TSC	Teaching Service Commission
TTC	Teacher Training College

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Foreword

I am delighted to endorse this Framework for Continuing Professional Development (CPD) of teachers and teacher educators in Malawi, which has been developed in order to improve the quality of teaching and learning, and therefore raise student learning outcomes at all levels of the education system. The Framework is linked to the Sustainable Development Goal number four (4) that requires all governments to implement quality education and lifelong learning for all.

The development of this Framework supports major reforms towards provision of quality education, which enables all children to develop physically, socially and mentally, and therefore contributes to the socio-economic development of the country. Indeed, human capital theory suggests that access to quality education is an investment for increased social and individual returns, as well as improves the knowledge and skills of the workforce for higher productivity. It is my belief that if the quality of education provision improves, Malawi is going to develop both socially and economically.

I recognize that the provision of an education of good quality is compounded by many factors. These include availability of resources for teaching and learning, the learning environment, diversity of students and the quality of teachers. Among these, teachers play a significant role because: 1) they are central in facilitating the learning process; 2) they are the key source of knowledge, especially where there are limited textbooks and learning resources; and 3) they act as role models for the students. Being the most significant resource in schools, teachers are critical in raising education standards. As Ministry, we are very aware that no education system can rise above the quality of its teachers; therefore, this Framework sets the platform to ensure that teachers are highly skilled and motivated in order to deliver quality education.

This Framework lays out guidelines for the provision of continuous learning for teachers and teacher educators. I am aware that in supporting this goal, my Ministry should not turn a blind eye to the challenges that teachers face in the education system, including limited opportunities for a systematized continuing professional learning and growth, and for promotion and rewarding of their professional growth. This Framework ties up these loose ends, ensuring that teachers aspire to and access CPD to promote professional growth, which will be recognized through the process of teacher licensure. The Framework is timely, as it coincides with the development of a new National Education Sector Plan.

In effect, it is expected that this CPD Framework will help in improving education quality through ensuring that teachers and teacher educators are constantly kept abreast of new developments, methodologies and strategies for teaching, as well as new solutions to the challenges they encounter in their day to day work. The expectation is that teacher knowledge, skills and attitudes regarding teaching and learning will improve. This will have a positive impact on student learning outcomes and address internal inefficiencies.

The Government ascertains its commitment to improving the welfare of its citizens through provision of an education of good quality. I therefore call upon all education departments in my Ministry, non-state actors and all stakeholders to use this CPD Framework as a guiding tool for implementation of teacher continuing professional development in the country.

Hon. Bright Msaka
Minister of Education, Science and Technology

Preface

The Continuing Professional Development (CPD) Framework for teachers and teacher educators translates the policy statements in the National Education Sector Plan and the National Strategy for Teacher Education for institutionalization of a systematic and award bearing CPD for teachers and teacher educators in Malawi. The policy statements also recognize the importance of CPD in ensuring increased knowledge and skills as well as teaching competencies for teachers and teacher educators that should contribute to their career progression.

Following introduction of Free Primary Education, the increase in the number of children enrolling in primary school affected the delivery of quality education. While considerable effort has been put into strengthening the quality of education, teacher preparation and continuous learning have remained largely uncoordinated.

The Government and various stakeholders in the education sector have supported teachers and teacher educators in their professional learning through provision of CPD seminars, workshops, lectures at both national and local levels. However, these have remained isolated from each other and there has been no system to monitor and evaluate the learning that teachers and teacher educators receive through such CPD. While the policies point to the fact that the competencies attained through CPD should contribute to career progression, this has not been operationalized due to absence of policy guidance on how this could be done.

This CPD Framework has been developed in order to address the gap in policy guidance on systematic CPD provision. The Framework covers the following areas: rationale for CPD; CPD components, such as teacher career structure, competencies and licensing; the CPD cycle; areas for CPD; time for CPD; governance of CPD; and monitoring and evaluation of CPD.

The development of this Framework followed a consultative approach both within and beyond the education sector, with the aim of promoting wide coverage of themes, and ownership and endorsement of the final product. Therefore, it is envisaged that the CPD Framework is a reflection of a consensus of all the stakeholders. It is the hope of the Ministry that the Framework will be operationalized in provision of CPD, and used to contribute to teacher licensing and progression.

Hon. Justin Saidi
Secretary for Education, Science and Technology

Executive summary

The Ministry of Education, Science and Technology (MoEST) has developed this National Framework for Continuing Professional Development (CPD Framework) for teachers and teacher educators in Malawi. Its purpose is to guide the design and implementation of continuing professional development programmes. The underlying aim for the CPD Framework is to improve the quality of teaching and learning practices, and therefore raise student learning outcomes at all levels of the education system. The Framework contributes towards attainment of the Sustainable Development Goal (SDG) number four (4) on the provision of quality education and lifelong learning for all.

The development of the CPD Framework was consultative in approach, and informed by a situation analysis and document review. Individual and group consultative meetings were held with a wide range of stakeholders at national, divisional, district, zonal and school levels. These included directors, division and district education managers, Teaching Service Commission, teacher training college lecturers, lecturers from other teacher education institutions, primary education advisors, head teachers and teachers. The documents reviewed included national and international literature, and local policies and strategies. Data and ideas gathered through the consultative meetings and document review were discussed by a 'core team' of professionals, selected from the various directorates of the Ministry of Education, Science and Technology. The core team gave its inputs throughout the CPD Framework

development process.

The CPD Framework identifies and elaborates components that will provide an enabling environment for CPD to contribute to career progression, as stated in the National Education Sector Plan and the National Strategy for Teacher Education and Development. These components are summarized as follows:

a. **Teacher career structure:** The Framework contains revised career structures for teachers and teacher educators. One notable feature of the various revised career structures is the separation of administrative from professional promotional routes, which helps create more opportunities for promotion. The proposed career structures have implication of upgrading of primary and secondary education advisors (PEAs and SEMAs), and district and division education managers (DEMs and EDMs).

b. **Needs based CPD provision:** The Framework calls for needs based CPD provision. The needs will be identified both through bottom up and top down approaches. Teachers will identify individual needs, which will be consolidated at department/section and institution levels and subsequently zone and district levels. National needs will be identified with guidance from the Department of Teacher Education and Development (DTED), and informed also by global and regional trends and curricular changes.

c. **Nature of CPD:** The Framework recommends that CPD should be implemented at department or section, school, zone and district levels, and should incorporate innovative modalities, such as self-learning, digital learning, peer to peer teaching and/or mentor teaching.

d. **Governance of CPD:** The Framework operationalizes MoEST aspirations for a devolved governance structure for CPD. Districts and education divisions now have more autonomy over CPD provision for primary and secondary school teachers respectively. This has necessitated the establishment of the position of CPD coordinator in each of the education districts.

    Teacher development centres and schools: These are key structures for CPD, in line with the decentralized approach to CPD provision, and assurance of collaborative and sustained CPD provision.

e. **Evaluation of CPD:** In the interest of effectiveness and efficiency, the districts and education divisions, through CPD coordinators, are responsible for evaluating the impact of CPD on learning outcomes. The CPD coordinators will however work hand in hand with the PEAs and SEMAs in the districts and education divisions respectively.

f. **Monitoring and evaluation:** Quality monitoring and adherence to standards should be done at all levels. However, central government through DTED and the Directorate of Inspection and Advisory Services (DIAS) should be responsible for overall quality monitoring and adherence to education standards.

Introduction

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1 Introduction

1.1 Background to the CPD Framework

The National Education Sector Plan (NESP) (2008-2017) elaborates three strategic objectives for the education sector: access and equity, quality and relevance, and governance and management[1]. Two implementation plans have so far been elaborated in order to realize the three strategic objectives: Education Sector Implementation Plan (ESIP) I and II. While working within the realm of the three strategic objectives, ESIP II (2014-2018) focuses on the theme 'improving education quality'.

The provision of an education of good quality is compounded by many factors, including the quality of teachers. Improving the efficiency and quality of schooling depends in large measure on ensuring that teachers are highly skilled and motivated to perform at their best. This implies that in order to improve education quality, a great focus has to be placed on teachers' initial preparation and continuing learning. In order to enhance teacher continuing learning, it is essential to know the strengths of teachers and those aspects of their practice which could be further developed. This is why the definition of programmes to enhance the continuing professional development of teachers is a vital step in the drive to improve the effectiveness of teaching and learning and raise education standards.

The Ministry of Education, Science and Technology (MoEST) has developed this National Framework for Continuing Professional Development (CPD Framework) for teachers and teacher educators in Malawi to guide the design and implementation of continuing professional development programmes. The CPD Framework builds on the aspirations of national policies and strategies, and the lessons learnt from existing interventions aimed at promoting teacher professional development. These are, but not limited to: National Education Sector Plan, Education Sector Implementation Plans I and II, National Strategy for Teacher Education and Development (NSTED), National Education Standards, Teacher Education Standards, National Decentralisation Policy, MoEST Devolution Guidelines, Primary School Improvement Programme, National Reading Programme, and Strengthening Mathematics and Science in Secondary Education programme.

1.2 The policy framework for CPD

This CPD Framework responds to Government policies and strategies, which promote continuing professional development for teachers and teacher educators.

a. The National Education Sector Plan (2008-2017) calls for 'institutionalization of in-service training/continuing professional development for teachers in the education system'.

b. The National Strategy for Teacher Education and

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1   The NESP has been extended for two years.

Development (2008-2017)[2] calls for 'a permanent core programme of accredited (award-bearing) professional development programmes, which moves (teachers) from pre-service through to training for different posts of responsibility in the education service'.

c. The Education Sector Implementation Plan II (2014-2018) suggests that CPD, once institutionalized, should be linked to a 'comprehensive and transparent framework for teacher promotion and assessment'.

The Government policies portray an environment favorable for the development and implementation of a CPD Framework for teachers and teacher educators. This Framework recognizes the key messages from the policies as follows:

a. CPD should be a norm for all teachers, and contribute to continuing professional learning linking pre-service to in-service.

b. CPD programmes should lead to a set of competencies (both professional and administrative) that can readily be assessed.

c. CPD should contribute in part to career progression for both teachers and teacher educators.

d. Award bearing CPD programmes should be accredited by appropriate institutions and the credits accumulated used for both academic and professional advancement.

Although the policies are not explicit, one key issue linked to CPD is teacher licensing. The 2013 Education Act, Section 62 mandates the Ministry of Education to license teachers upon graduation from a teacher education institution. The Framework recommends that this license should be renewed periodically and linked to professional development.

1.3 Purpose of the Framework

The purpose of the CPD Framework is to address the gap in policy and set guidance on systematic CPD provision. The Framework will operationalize institutionalized CPD for both primary and secondary school teachers and teacher educators throughout Malawi. Professional development is the strategy schools and education districts use to ensure that teachers and teacher educators continue to strengthen their practice throughout their career. As a result of the implementation of this Framework, school teachers and teacher educators will participate in high quality and appropriate continuing professional development, which impacts upon classroom practice to ensure improved student learning and achievement.

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2   NSTED expired so priorities might change in the new Strategy.

The concept of continuing professional development

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2 The concept of continuing professional development

2.1 Defining CPD

This Framework reflects the definition of CPD by the Organization for Economic Cooperation and Development (OECD) as:

'Activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher'[3]

All teachers and teacher educators need to have their knowledge, skills and other characteristics developed in the process of their career for them to remain relevant and up to date, and this is achieved through CPD, which is implemented in the form of a series of activities. The activities can take many forms, including self-learning, distance learning, digital learning, peer to peer teaching or mentor teaching.

2.2 Categories of CPD

Continuing professional development can be categorized into two groups:

a.   **Category A: Updating CPD programmes**

This is continuing professional development which every teacher and teacher educator must participate in during their career in order to update their knowledge, skills and change their attitudes for improved classroom practices. This CPD will be used for regular renewal of teaching licenses.

b.   **Category B: Upgrading CPD programmes**

This is continuing professional development which teachers can choose to participate in at appropriate times in their career in order to update their knowledge, skills and change their attitudes for improved classroom practices. This CPD will be used for upgrading qualifications from one level to another. This CPD will be accredited appropriately and offered by institutions of higher learning. Teachers and teacher educators will have to apply and make a financial contribution in order to attend this CPD.

This Framework only concerns CPD in category A.

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3   OECD (2009).

Career structure for teachers and teacher educators

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3 Career structure for teachers and teacher educators[4]

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4   Tutors responsible for training primary school teachers.

The existing career structures for teachers and teacher educators are presented in the form of grades, ranging from TL to TH for primary school teachers, TI to TF for secondary school teachers, and TI to TE for teacher training college (TTC) tutors. The grades are associated with specific positions and are attained after being successful in promotional interviews. Table 1 summarizes the existent career structures for the two categories of teachers and teacher educators.

Table 1: Existent teacher and teacher educator career structures

Institution	Teacher grade/type							
	TL	**TK**	**TJ**	**TI**	**TH**	**TG**	**TF**	**TE**
	PT4	**PT3**	**PT2**	**PT1/PO**	**P8**	**P7**	**P5**	**P4**
Primary	Beginning teacher	Senior teacher	Principal teacher	Chief teacher	Head teacher			
Secondary			Beginning teacher (Diploma)	Beginning teacher (Degree)	Senior teacher	Principal teacher	Chief teacher	
TTC				Beginning tutor	Senior tutor	Principal tutor	Chief tutor	College principal

The NSTED raises concerns with the existent career structures, which were corroborated by empirical findings[5], to be the absence of associated competencies for each grade, the focus on administration, the compressed nature of the structures (most establishments are in the bottom grades) and that most establishments at higher levels are not filled. The CPD Framework addresses these policy and implementation gaps.

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5   Steiner-Khamsi & Kunje (2011): The third approach to enhancing teacher supply in Malawi. UNICEF Malawi and ESARO; Kadzamira (2006): Teacher motivation and incentives in Malawi. Zomba: Centre for Educational Research and Training.

3.1 Proposed career structure for primary school teachers

The CPD Framework proposes two pathways for the promotion of teachers: i) professional pathway and ii) administrative pathway. This allows the promotion of teachers while retaining them in the classroom and also promotion to leadership positions. The promotions are however not automatic but will depend on fulfillment of terms and conditions set by the Teaching Service Commission (TSC) as per their mandate. In the proposed structure (see Table 2):

a. A qualified teacher enters the teaching profession at grade TL as a beginning teacher.

b. The teacher is expected to attend CPD in order to improve their knowledge, skills and attitudes. As they improve their competencies and through fulfillment of the required terms and conditions, the teacher may be promoted to grade TK (senior teacher), then grade TJ (principal teacher).

c. From TJ, teachers can opt to pursue either the administrative career pathway – where a teacher would undergo CPD provisions related to management; or continue on the professional career pathway – where a teacher would attend CPD provisions that are related to teaching and learning[6].

d. In the professional career pathway, a teacher could progress from principal teacher (TJ) to chief teacher (TI) to master teacher (TH), and then to a primary education advisor (PEA/TG), CPD coordinator/inspector (TF) and eventually district education manager (DEM/TE), upon fulfillment of the required terms and conditions.

e. In the administrative career pathway, the teacher could progress from principal teacher (TJ) to head of section (TI) to head teacher (TH), and then to a PEA (TG), CPD coordinator/inspector (TF) and eventually DEM (TE), upon fulfillment of the required terms and conditions.

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6   There would however be teaching and learning related modules, which are attended by teachers in both routes to ensure that the administrator is aware of what is happening in the teaching profession.

Table 2: Proposed career structure for primary school teachers

Category	Teacher grade/type							
	TL	**TK**	**TJ**	**TI**	**TH**	**TG**	**TF**	**TE**
	PT4	**PT3**	**PT2**	**PT1/PO**	**P8**	**P7**	**P5**	**P4**
All teachers	Beginning teacher	Senior teacher	Principal teacher					
Professional route				Chief teacher	Master teacher	PEA	CPD coordinator/ Inspector	DEM
Administrative route				Head of section	Head teacher	PEA	CPD coordinator/ Inspector	DEM

3.2 Proposed career structure for secondary school teachers

The proposed career structure for secondary school teachers also has two career pathway: i) professional and ii) administrative. The promotions are however not automatic but will depend on fulfillment of terms and conditions set by the Teaching Service Commission as per their mandate. In the proposed structure (see Table 3):

a. A qualified teacher enters the teaching profession at grade TI as a beginning teacher.

b. The teacher is expected to attend CPD in order to improve their knowledge, skills and attitudes. As they improve their competencies and through fulfillment of the required terms and conditions, the teacher may move to grade TH (senior teacher).

c. From grade TH, teachers can opt to pursue either the administrative career pathway - where a teacher would undergo CPD sessions related to management; or the professional career pathway - where a teacher would attend CPD sessions that are professional related[7].

d. In the professional career pathway, teachers would progress from senior teacher (TH) through principal teacher (TG/P7), senior education methods advisor (SEMA)/inspector at TF/P5 to CPD coordinator/DEM (P4) and Education Division Manager (EDM/P3), upon fulfillment of the required terms and conditions.

e. In the administrative career pathway, teachers would progress from senior teacher (TH) to head of department (TG), head teacher/inspector (TF) and then to DEM/CPD coordinator (TE) and EDM (P3), upon fulfillment of the required terms and conditions.

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7   There would however be professional related modules, which are attended by teachers in both routes to ensure that the administrator is aware of what is happening in the teaching profession.

Table 3: Proposed career structure for secondary school teachers

Category	Teacher grade/type						
	TJ	**TI**	**TH**	**TG**	**TF**	**TE**	
	PT2	**PT1/P0**	**P8**	**P7**	**P5**	**P4**	**P3**
All teachers	Beginning teacher (Diploma)	Beginning teacher (Degree)	Senior teacher				
Professional route				Principal teacher	CPD coordinator/ SEMA/Inspector	DEM	EDM
Administrative route				Head of department	CPD coordinator/ Inspector/Head teacher	DEM	EDM

3.3 Proposed career structure for TTC tutors[8]

The entry qualification for TTC tutors is a university degree. The promotions are also not automatic but subject to terms and conditions set by the appropriate promotional body. In the proposed structure (see Table 4):

a. A qualified TTC tutor would enter the profession at grade TI (beginning tutor), with a degree in primary education.

b. The tutor is expected to attend CPD sessions in order to improve their knowledge, skills and attitudes. Following fulfillment of the set terms and conditions, the tutor could progress to grade TH (senior tutor), then to TG (principal tutor).

c. From grade TG, tutors could opt to pursue either the administrative career pathway or the professional career pathway[9].

d. In the professional career pathway, tutors could progress from principal tutor (TG) through chief tutor/CPD coordinator/inspector (TF) to college principal/DEM (TE), upon fulfillment of the required terms and conditions.

e. In the administrative career pathway, tutors could progress from principal tutor (TG) through head of department/CPD coordinator/inspector (TF) and then to college principal/DEM (TE), upon fulfillment of the required terms and conditions.

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8   TTC lecturers are called tutors, and are responsible for training primary school teachers.

9   There would however be professional related modules, which are attended by teachers in both routes to ensure that the administrator is aware of what is happening in the teaching profession.

Table 4: Proposed career structure for TTC tutors

Category	Teacher grade/type				
	TI	**TH**	**TG**	**TF**	**TE**
	PT1/PO	**P8**	**P7**	**P5**	**P4**
All tutors	Beginning tutor	Senior tutor	Principal tutor		
Professional route				CPD coordinator/Inspector/ Chief tutor	College principal/DEM
Administrative route				CPD coordinator/Inspector/ Head of department	College principal/DEM

Career structure, CPD and renewal of licenses

4

4 Career structure, CPD and renewal of licenses

As described in Section 2.2 above, CPD that falls in category A will be used for renewal of license. The licensing will have to be a continuous process throughout the teaching career. The following procedure is recommended:

a. Section 67(a) of the Education Act stipulates that a teacher should be registered or licensed after completion of a course of training approved and recognised by the Minister and the Council.

b. A teacher's license should be renewed or re-issued after every five years.

c. In order to recognise the learning that the teacher has gone through since they started teaching and in line with the teachers' participation in CPD activities, the teacher license should be graded and associated with specific accolades, so that its status is raised every subsequent renewal/re-issue.

d. A license should be issued if a teacher or teacher educator has attended a minimum of 40 CPD sessions in five years. In order to reach this minimum, a teacher is expected to attend a minimum of eight CPD sessions in a year, which are distributed as follows:

e.
    - Six institutional based CPD sessions (at least two sessions a term)
    - One zone/cluster based CPD session
    - One district based CPD session

f. A system or structure should be put into place to support and address teachers and teacher educators who have not attended the required number of sessions.

Teaching competencies

5

5 Teaching competencies

This Framework stipulates that each of the grades and positions in the career path should be associated with specific competencies. Once the teachers and teacher educators attend specified CPD, they should acquire the requisite competencies, which can be ascertained through teacher appraisal.

A list of competencies for teachers have been developed through a content analysis of the National Education Standards for primary and secondary schools, the Teacher Education Standards and a gap analysis of the primary (old and new Initial Primary Teacher Education) and the new secondary school teacher education curricula. These are summarized as follows:

i. Teacher demonstrates understanding and application of education policies and practices.
ii. Teacher demonstrates mastery of content area and approved curriculum.
iii. Teacher applies lesson planning principles that are coherent and aimed at achieving the subject outcomes.
iv. Teacher appropriately utilizes a variety of teaching methods and resources.
v. Teacher practices communication principles that enhance the teaching and learning process.
vi. Teacher demonstrates an understanding of student diversity and creates an atmosphere conducive to student learning.
vii. Teacher effectively utilizes student assessment techniques and procedures.

viii. Teacher takes responsibility for their own professional development and learning for essential skills.

The aforementioned are 'core' competencies for all teachers and teacher educators, and therefore more inclined to the proposed professionalism career path. However, there are other competencies that concern particular functions within the teaching profession, such as head of department, head teacher, etc. These are termed 'functional competencies' in this Framework. The functional competencies include leadership and management, mentorship, teacher supervision and CPD facilitation. However, these will have to be discussed and refined in the process of implementing the CPD Framework. The competencies will be used to determine the priority topics for CPD.

The CPD process

6

6 The CPD process

This Framework recommends that the CPD cycle should comprise five components, which are: needs analysis, planning, implementation, monitoring and evaluation.

6.1 Needs analysis

Needs analysis should be carried out in order to identify the learning or development need of an individual, group of individuals or an institution, thereby recognising individual starting points. The needs analysis will be both bottom up and top down, and conducted through various strategies, such as routine supervision and inspection, individual discussions and deliberately organized appraisals. The needs analysis will best be conducted at the beginning of the academic year.

This Framework recommends six levels of needs analysis, as shown in Table 5.

Table 5: Levels for needs analysis

Category	Strategies	Responsible person
Individual	Self-reflection, tests, routine supervision feedback	Individual teacher/ teacher educator
Departmental/ section	Analysis and consolidation of individual needs, routine supervision by head of department/section	Head of department/section
Institutional	Analysis of departmental/section needs, routine supervision, wider institutional needs	Head of institution
Zonal/cluster	Analysis of institutional needs in zone or cluster, district and national needs, routine supervision	PEA/SEMA
District/education divisional	Analysis of zonal/cluster needs and national needs, routine supervision	District/divisional CPD coordinator
National	Analysis of teacher education curricula, global and contemporary trends in teaching and learning, new curriculum, etc.	DTED (national coordinator)

6.2 Planning

Once the needs have been identified, they will be prioritized and where possible shared with the individual or group of teachers. Thereafter, a plan should be developed to address the needs. In order to enhance ownership, teachers should be involved in the planning process. The plan should include prioritised needs, desired outcomes, suggested activities and resources, responsible officers, target group and time frame. Where nationally determined needs are concerned, the planning will involve development of modules for implementation in the districts and education divisions. The planning process will be done at the identified levels.

a. **Individual teacher plans:** Teachers will develop their own annual CPD plans based on their individual needs. An individual's annual CPD plan should be kept in their professional portfolio. A department or section will collect the individual common needs from the members of staff to come up with a departmental or section CPD plan, which will be used to develop institutional plans.

b. **Institutional plans:** Institutions consolidate departmental CPD plans through a participatory process to enhance ownership, to addre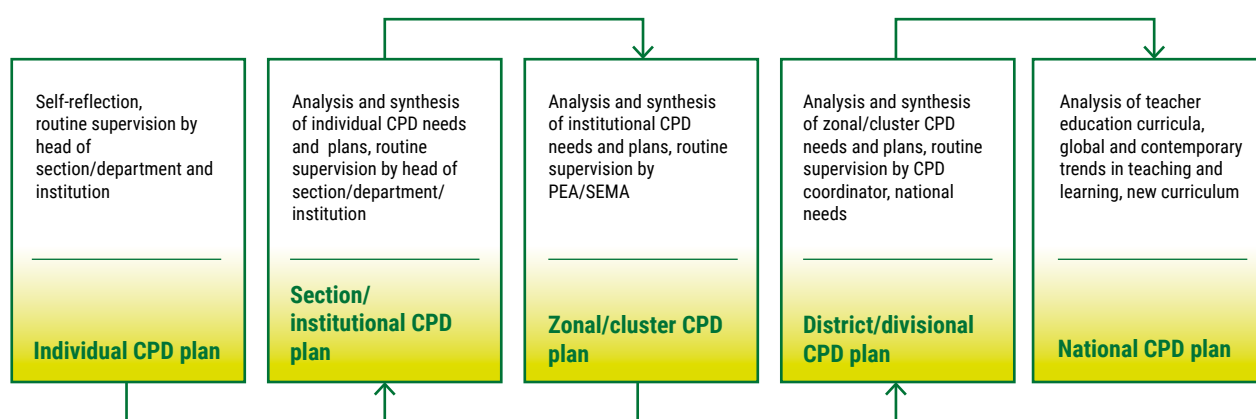ss local needs. Individual CPD plans should be used for coming up with a consolidated institutional plan. Heads of institutions will be responsible for compiling the annual institutional CPD plan.

c. **Zonal plans:** The PEA or SEMA is responsible for the development of a consolidated CPD plan, based on the institutional plans in their area. This will involve analysis of CPD plans that address common needs to be implemented at that level. Institution specific needs and their CPD plans will be addressed at the institutional level. The zonal or cluster level plan should also include CPD sessions that address broader national needs.

d. **District plans:** The CPD coordinator consolidates all the zonal and cluster CPD plans to come up with a district (for primary school teachers) or education division (for secondary school teachers) CPD plan. Such plans will address both locally determined needs and nationally determined needs.

Similarly, a national CPD plan will be developed to reflect overall national CPD needs.

The planning process will come out as shown in Figure 1.

Self-reflection, routine supervision by head of section/department and institution	Analysis and synthesis of individual CPD needs and plans, routine supervision by head of section/department/ institution	Analysis and synthesis of institutional CPD needs and plans, routine supervision by PEA/SEMA	Analysis and synthesis of zonal/cluster CPD needs and plans, routine supervision by CPD coordinator, national needs	Analysis of teacher education curricula, global and contemporary trends in teaching and learning, new curriculum
Individual CPD plan	**Section/ institutional CPD plan**	**Zonal/cluster CPD plan**	**District/divisional CPD plan**	**National CPD plan**

6.3 Implementation

Implementation of CPD programmes should involve both formal and informal sessions at the various levels of planning. It is essential that these sessions are linked together to form a coherent programme and sustained over time (see Table 6).

Table 6: Implementation of CPD

Level	Types of CPD	Possible modes of delivery
Individual	Self-learning, discussion with significant others	Team planning and teaching Joint reflection (practical, linked to real classroom teaching) Peer/expert teaching Digital learning, blended learning
Departmental/section; institutional	Talks, seminars, workshops, classroom observations	
Zonal/cluster; district/ divisional	Talks, seminars, workshops	

6.4 Monitoring

In line with the proposed governance structure, quality monitoring for CPD provision lies with different stakeholders.

National/district level
DTED, through the work of CPD coordinators, would monitor quality of CPD provision in the districts.

The CPD coordinator will:

a) Ensure that PEAs are offering CPD, based on both nationally and locally determined needs in their zones.
b) Ensure that the CPD being offered contributes to the attainment of set teacher competencies.
c) Analyze the CPD portfolios of teachers when applying for promotion and write recommendations to the TSC, together with teachers' application letters and portfolios.

The CPD coordinator will report to the district education manager.

Zonal level
At the zonal level, the PEA will be responsible for quality monitoring. The PEA will:

a) Ensure that all teachers in the zone attend CPD both at zonal and school levels.
b) Ensure that all schools are offering CPD to their teachers.

c) Analyze the CPD portfolios of teachers to ensure that the CPD contributes to the attainment of set teacher competencies.

School level
At the school level, the head teacher will be responsible for quality monitoring, ensuring that all teachers in the school attend CPD every term and that they complete their portfolios.

6.5 Evaluation

6.5.1 Levels of evaluation

The Framework proposes five levels of evaluation. These are:

a. **Participants' reactions:** This measures how well the participants enjoyed the CPD activity.

b. **Participants' learning:** This measures whether or not the participants gained the intended knowledge, skills and attitudes.

c. **Organisational support and change:** This assesses whether the implementation of the new knowledge and skills gained was facilitated and supported within the school.

d. **Participants' use of new knowledge and skills:** This measures the degree to which the participants' new knowledge, skills and attitudes are translated into practice.

e. **Learning outcomes:** This evaluates the extent to which the CPD activity has resulted in change in student learning outcomes.

The evaluation will be conducted as summarized in Table 7.

Table 7: Levels of evaluation, instruments and responsible officers

Level	Instruments	Responsible persons
Participants' reactions	Participants' questionnaires	CPD facilitators
Participants' learning	Participants' portfolios	Teachers Head teachers
Organisational support and change	General school and staff surveys; participants' portfolios	PEAs SEMAs
Participants' use of new knowledge and skills	Own reflections in portfolios; direct classroom observations	Head teachers PEAs SEMAs
Learning outcomes	Analysis of achievement data; structured interviews with teachers, students and parents	Head teachers CPD coordinators

6.5.2 Keeping a portfolio

Teachers are required to maintain a portfolio for five years in order to track their learning as a result of CPD programmes attended. The purposes for keeping an individual portfolio are to: a) plan CPD activities; b) provide evidence of participation in professional learning; c) reflect on progress and identify areas for development and improvement; and d) provide evidence that contributes to the annual performance appraisal carried out for each teacher.

The following are guidelines to develop a teacher portfolio:

a. Each individual teacher or teacher educator should develop their own CPD plan based on their needs. The CPD plans should be shared with the head teacher of the school, who will in turn use them to develop a school CPD plan. The CPD plan should include the intended learning outcomes.

b. With each CPD activity attended, there should be a record of the activity and the learning that has taken place. This reflective record could include the following details for each CPD activity:

- Title
- Date
- Brief description
- Outcomes, what was learnt
- Impact on teaching practice
- Relevance to set competencies

Governance structure for CPD

7

7 Governance structure for CPD

In keeping with the decentralization policy, CPD services will be coordinated and implemented at district level for primary school teachers and at division level for secondary school teachers. The roles of various stakeholders will be as follows.

7.1 For primary school teachers

7.1.1 Roles of central MoEST

Department for Teacher Education and Development

- Identify and consolidate national teacher professional development needs in response to district reports, regional and global trends, and teacher standards and competencies.
- In liaison with appropriate bodies, such as the Malawi Institute of Education and teacher education institutions, produce relevant training materials and/or recommend curriculum revision/ addendum.
- Review and align CPD programmes provided by various development partners to teacher professional needs and competencies.
- Review and align CPD programmes with career progression.

Directorate of Inspection and Advisory Services

- In conjunction with DTED, monitor and evaluate compliance with provision of mandatory CPD for teachers.
- Develop Teacher Professional Standards, Teacher Education Standards and teacher Code of Ethics.
- Disseminate policy on teacher professional standards and competencies to all district councils and district education managers.
- Liaise with DTED on inspection results for intervention.

Directorates of Basic and Secondary Education (DBE and DSE)

- In liaison with DTED and the Directorate of Human Resources, compile statistics and information on teacher professional development/management.

Directorate of Human Resources (DHR)

- Review establishments and align teacher career path with teacher competencies.
- In liaison with the Teaching Service Commission, promote teachers based in part on the teacher competencies.

Directorate of Education Planning: Allocate resources for CPD provision in the districts.

7.1.2 Roles of the district

District council

- Allocate resources needed to implement CPD programmes in the district.
- Promote CPD in the district.
- Ensure provision of professional learning

opportunities based on teacher, school, local and national priorities, as informed by ongoing evaluation of staff development and appropriate information from the CPD process.
- Ensure ongoing evaluation, monitoring and reporting on the effectiveness of the CPD process and the level of engagement.

District education manager

- Review and approve district CPD plans for primary teachers.
- Manage information for teachers and schools involved in the district CPD activities.
- Ensure the CPD process meets requirements for professional upgrade.

CPD coordinator

- Oversee development of zonal and school level CPD plans.
- Identify and consolidate district teacher professional development needs.
- Develop district CPD plans for primary school teachers.
- Oversee and identify resource persons and facilitate implementation of CPD plans.
- Provide opportunities for collaboration and sharing of good practices within the district.
- Plan and manage the budget, infrastructure and equipment for CPD programmes.
- Review the alignment of local level CPD with teacher competencies and qualification

framework for teachers.
- Identify and recommend teachers for specified national CPD programmes.
- Consolidate district data on individual teachers' and school's participation in CPD programmes.

Primary education advisor

- Ensure that all primary schools have CPD plans.
- Develop zonal CPD plan.
- Identify trends in teacher professional learning needs in the zone.
- Identify personnel to conduct CPD at zonal level to address the teacher professional learning needs.
- Collect data of individuals' and schools' participation in CPD.
- Provide support and advice on the maintenance of professional portfolios.
- Coordinate and support zonal/school based CPD.
- Monitor and evaluate CPD programmes in relation to individual needs, impact on learning outcomes and practice.

Inspector

- Monitor compliance of schools and teacher development centers with offering mandatory CPD sessions.
- Ensure that teacher competencies are adhered to in the CPD sessions on offer.
- Assess teacher display of set competencies before being promoted to the next level.

Teacher education institutions (TEI)

- Through the CPD coordinator, ensure support to teachers at schools within their catchment area.
- In liaison with DTED, identify teacher professional needs based on new curriculum and global trends.

Partners: Provide support to teachers, through the CPD coordinator.

7.1.3 Roles of the school

Head teacher

- Promote ongoing professional learning for all teachers, ensuring their involvement in the CPD process.
- Provide support and advice on the maintenance of professional portfolios.
- Provide support and facilitation of school based CPD.
- Ensure that learning and learning achievement are at the centre of CPD planning and resource management.
- Ensure that CPD is linked to professional standards for teachers and to the school improvement plan/service plan.
- Monitor and evaluate effectiveness on teacher practice and learning outcomes.
- Collect data of individual teachers' progress and participation in CPD.
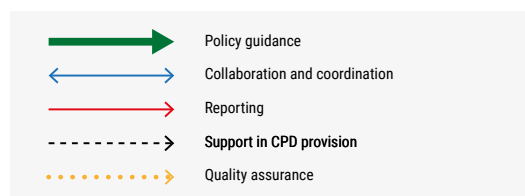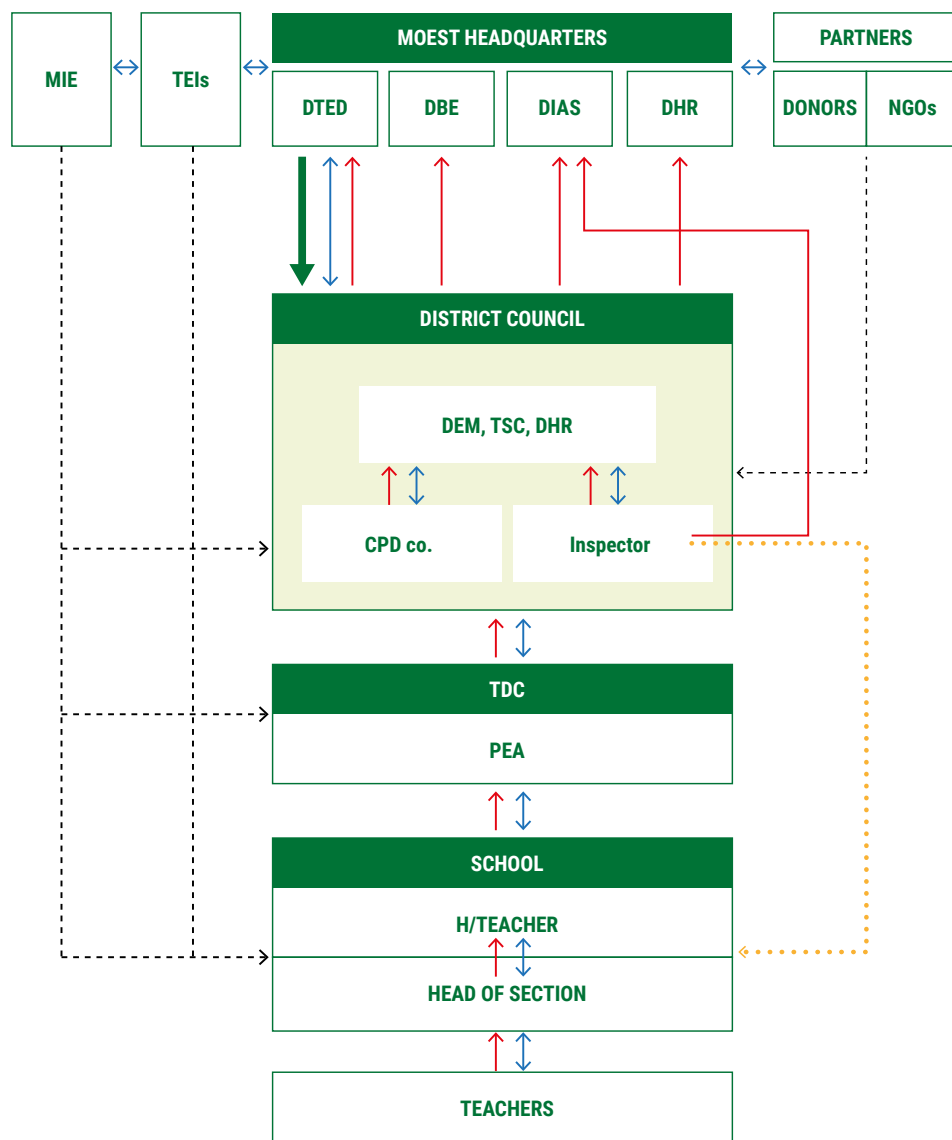
Head of department

- Ensure that all teachers in the department conduct needs assessment and attend all mandatory CPD programmes.
- Provide support and facilitation of school based CPD.
- Monitor and assess the content of individual professional portfolios and provide constructive feedback.

Teacher

- Develop their own training plan through self-assessment, peer assessment and in consultation with mentors and supervisors in light of individual professional competencies.
- Maintain professional portfolios to record all CPD activities.

In accordance with the proposed roles above, Figure 2 summarizes the governance structure for CPD provision for primary school teachers.

Figure 2: CPD governance structure for primary school teachers

Legend:
- Policy guidance
- Collaboration and coordination
- Reporting
- Support in CPD provision
- Quality assurance

7.2 For secondary school teachers

7.2.1 Roles of central MoEST

CPD service delivery lies with the education divisions and the school clusters. However, in keeping with the national and local professional development needs and the common teacher education standards and competencies, the roles of the central Ministry will be the same as those for CPD for primary school teachers.

7.2.2 Roles of the education division

The roles of the education division, again with a CPD coordinator, will be similar to those of the district council. However, the secondary teacher CPD structure has no establishments like the TDCs where a PEA is based. The clusters have no structures but a cluster centre school that is provided with resources for sharing with teachers within the cluster. The lack of specifically designated personnel to manage and facilitate CPD at the cluster level is a limitation that needs to be addressed. It is stipulated in this Framework that a senior education methods advisor be assigned two or three clusters in the division so that, although based at the division offices, they undertake roles similar to those of PEAs for their respective clusters.

The roles of the various actors at divisional level are summarized as follows:

Education divisional manager (EDM)

- Review and approve division CPD plans for secondary school teachers.
- Allocate resources needed to implement CPD programmes in the division.
- Promote CPD programmes in the division.
- Ensure provision of professional learning opportunities based on teacher, school, local and national priorities, as informed by ongoing evaluation of staff development and appropriate information from the CPD process.
- Ensure ongoing evaluation, monitoring and reporting on the effectiveness of the CPD process, and the level of engagement.
- Ensure the CPD process meets requirements for professional upgrade.

CPD coordinator

- Oversee development of cluster and school level CPD plans.
- Identify and consolidate divisional teacher professional development needs.
- Develop divisional CPD plans for secondary school teachers.
- Oversee and identify resource persons and facilitate implementation of divisional and cluster level CPD plans.
- Provide opportunities for collaboration and sharing of good practices within the division.
- Plan and manage the budget, infrastructure and equipment for CPD programmes.

- Review the alignment of local level CPD with teacher professional standards and competencies.
- Identify and recommend teachers for national CPD programmes.
- Manage information for teachers involved in divisional CPD activities.

Inspector

- Monitor compliance of schools with offering mandatory CPD.
- Ensure that teacher competencies are adhered to in the CPD programmes on offer.
- Assess teacher display of set competencies before being promoted to the next level.

Senior education methods advisor (secondary)

- Ensure that all clusters and secondary schools have CPD plans.
- Identify trends in professional learning needs and take appropriate action to address them.
- Collect data of individuals' and schools' participation in CPD.
- Provide support and advice on the maintenance of professional portfolios.
- Coordinate and support cluster/school based CPD.
- Monitor and evaluate CPD programmes in relation to individual needs, impact on learning outcomes and practice.

Teacher education institutions (universities): Through the CPD coordinator, ensure professional support to teachers.

Partners: Ensure support to teachers, through the CPD coordinator.

7.2.3 Roles of the school

The roles and responsibilities at school level remain the same as for primary school teachers.

Head teacher

- Promote ongoing professional learning for all teachers, ensuring their involvement in the CPD process.
- Provide support and advice on the maintenance of professional portfolios.
- Provide support and facilitation of school based CPD and cluster based CPD.
- Ensure that learning and learning achievement are at the centre of CPD planning and resource management.
- Ensure that CPD is linked to professional standards for teachers and to the school plan.
- Monitor and evaluate effectiveness on teacher practice and learning outcomes.
- Collect data of individual teachers' progress and participation in CPD.
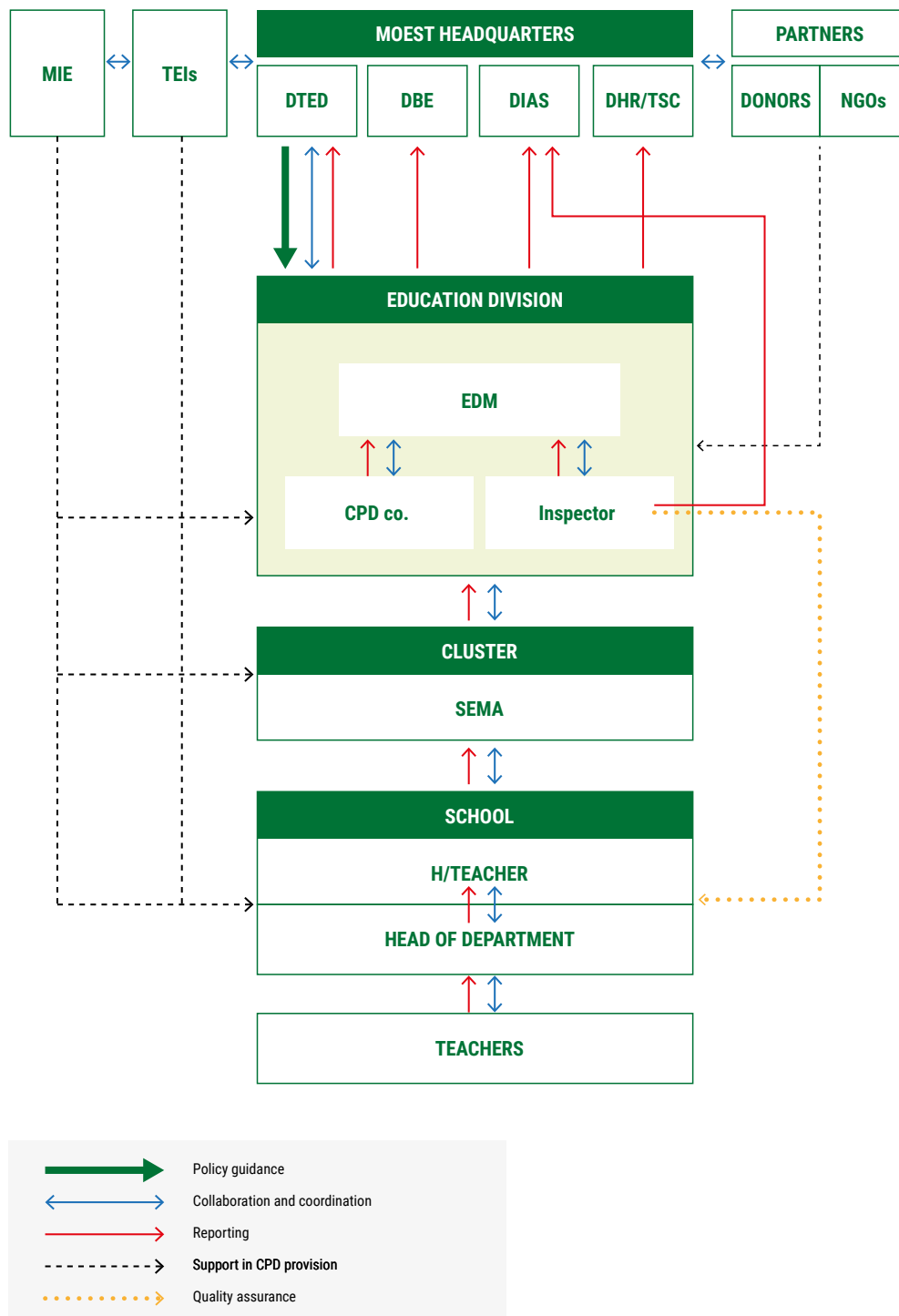
Head of department

- Ensure that all teachers in the department conduct needs assessment and attend mandatory CPD programmes.
- Provide support and facilitation of school based CPD.
- Monitor and assess the content of individual professional portfolios and give constructive feedback.

Teacher

- Develop their own training plan through self-assessment, peer assessment and in consultation with mentors and supervisors in light of individual professional competencies.
- Maintain professional portfolios to record all CPD activities.

The governance structure of CPD for secondary school teachers is summarized in Figure 3.

Figure 3: CPD governance structure for secondary school teacher

		Legend	
→	Policy guidance
↔	Collaboration and coordination
→	Reporting
--->	Support in CPD provision
·····>	Quality assurance

7.3 For TTC tutors

7.3.1 Roles of central MoEST

CPD service delivery lies with the TTCs. However, in keeping with national and local professional development needs and the common teacher education standards and competencies, the roles of the central Ministry will be the same as those for CPD for primary and secondary school teachers. In addition, they will include monitoring compliance of the TTCs with offering mandatory CPD, ensuring that tutor competencies are adhered to in the CPD programmes on offer and assessing tutors' display of a set competencies before being promoted to the next level.

7.3.2 Roles of the TTC

Principal

- Review and approve TTC CPD plans for tutors.
- Mobilize and allocate resources needed to implement CPD programmes at the TTC.
- Promote CPD programmes at the TTC.
- Ensure provision of professional learning opportunities based on tutors' and national priorities, as informed by ongoing evaluation of staff development and appropriate information from the CPD process.
- Ensure ongoing evaluation, monitoring and reporting on the effectiveness of the CPD process, and the level of engagement.
- Ensure the CPD process meets requirements for professional upgrade.

CPD committee

- Oversee development of departmental CPD plans.
- Identify and consolidate departmental tutor professional development needs.
- Oversee and identify resource persons (internal and external) and facilitate implementation of TTC CPD plans.
- Provide opportunities for collaboration and sharing of good practice with other TTCs.
- Review the alignment of TTC CPD with teacher professional standards and competencies.
- Identify and recommend tutors for national CPD programmes.
- Manage information for tutors involved in TTC CPD activities.

Head of department

- Promote ongoing professional learning for tutors, ensuring their involvement in the CPD process.
- Provide support and advice on the maintenance of professional portfolios.
- Ensure that learning and learning achievement are at the centre of CPD planning.
- Ensure that CPD is linked to professional standards for tutors and to the TTC plan.
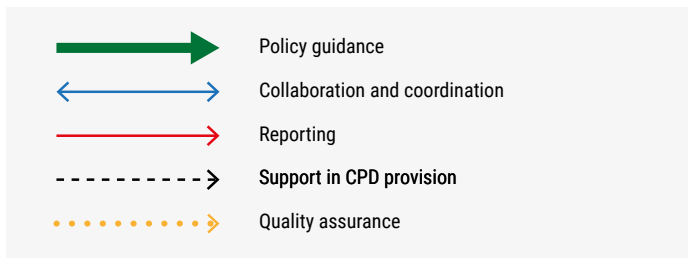- Monitor and evaluate effectiveness on tutor practice and learning outcomes.
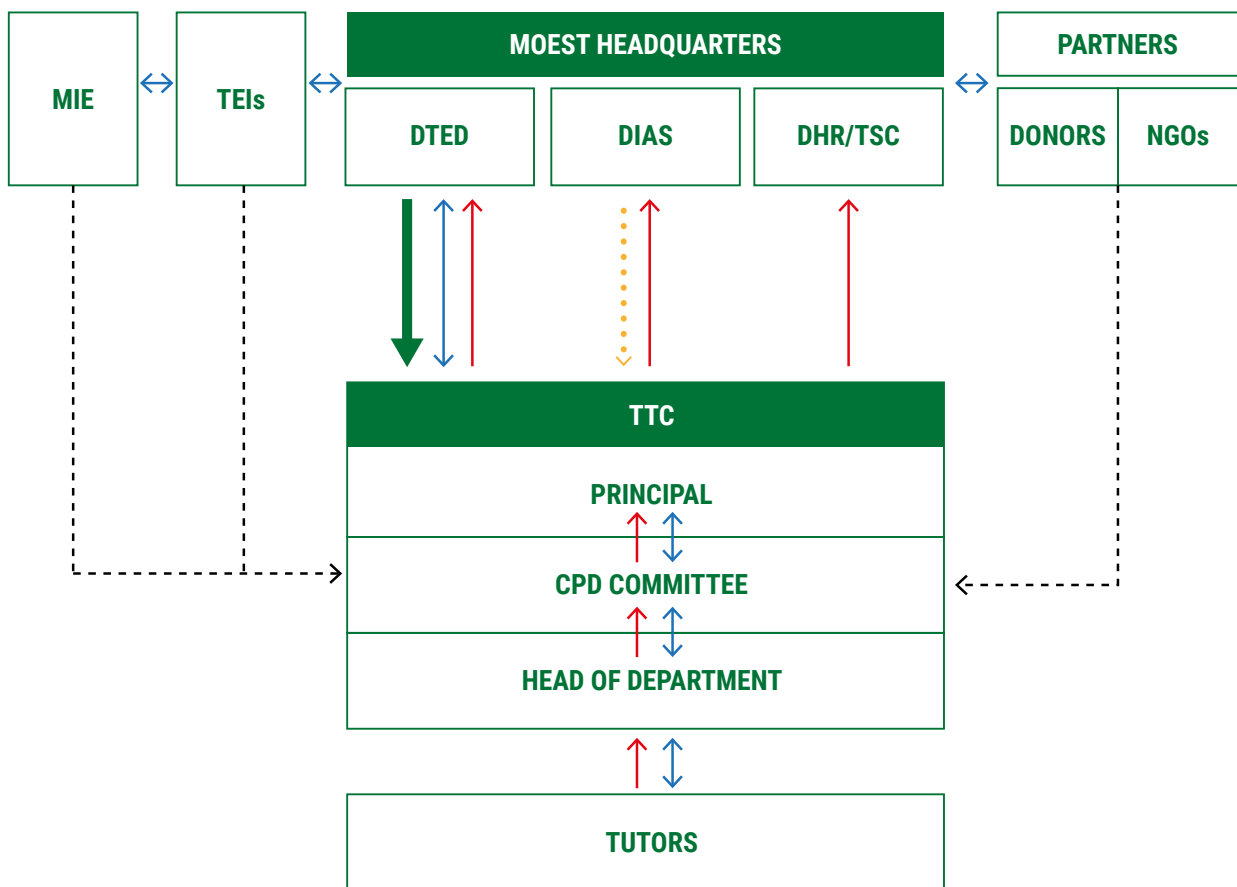
Tutor

- Develop their own training plan through self-

assessment, peer assessment and in consultation with mentors and supervisors in light of individual professional competencies.

- Maintain professional portfolios to record all CPD activities.

The governance structure of CPD for TTC tutors is summarized in Figure 4.

Figure 4: CPD governance structure for TTC tutors

MIE	TEIs	**MOEST HEADQUARTERS**			**PARTNERS**	
		DTED	DIAS	DHR/TSC	DONORS	NGOs

TTC

PRINCIPAL

CPD COMMITTEE

HEAD OF DEPARTMENT

TUTORS

Policy guidance

Collaboration and coordination

Reporting

Support in CPD provision

Quality assurance

Malawi Government

Ministry Of Education, Science and Technology