Standards of Practice for teachers

These Standards define the work of teachers and make explicit the elements of high quality effective professional practice that will improve educational outcomes for all learners. There are three levels as described below.

- **'Novice' (N)** – What is expected of a teacher on first appointment, confirmation and for initial practicing certificate. What they should have learned from their teacher training programme, their school experience and any other work, volunteering etc.

- **'Proficient' (P)** – what we would expect of a teacher after 2-3 years' (novice) experience and after the first renewal of the practicing certificate. This reflects their professional development over their first years, when they will have been supported by their head teacher and a mentor and exposed to different types of teaching.

- **'Distinguished' (D)** – what we would expect of a superior teacher, whatever the length of their experience, a leading professional who mentors others and achieves excellent outcomes from learners.

CORE VALUES

- Intergrity
- Honest
- Ujamaa(Working together)
- Confidentiality
- Non-Discrimination
- Impartiality
- Accountability
- Transparency

Address
The Registrar
The Teaching Council of Zambia
P.O BOX 35700
LUSAKA
ZAMBIA

Phone
+260 211 240360, 240334

E-mail and website
info@tcz.ac.zm
www.tcz.ac.zm

THE TEACHING COUNCIL OF ZAMBIA

STANDARDS OF PRACTICE

For the teaching Profession in Zambia

Standards of Practice for the teaching Profession

- Assessing teachers' knowledge of their content areas and skills
- Operationalising the Teaching Profession Regulation, Teaching Profession Act and Commissions (Amendment) Acts
- The Standards will eventually form part of a wider framework for performance management for teachers, teacher educators and educational leaders.
- The Standards will also provide the framework which institutions that prepare teachers can use to guide programme development
- The Standards are designed to be a resource for promoting agreement among teaching service agencies.
- The teacher unions, the Teaching Service Commission, the Teaching Council, Zambia Qualification Authority, Higher Education Authority and directorates within MoGE, are developing a common approach to how the Standards will be used at the various stages of the teacher, teacher educator and educational leader lifecycles.
- The Standards of Practice for the Teaching Profession will have a coherent reflux among the various players in the teaching service, hence creating openness in expectations of the profession and uniform application of Standards.

Who are the standards for?

The Standards apply to

(a) Student teachers on pre-service teacher training cours

(b) All practising teachers in schools, who are registered with the Teaching Council of Zambia

(c) Teacher educators involved in the teaching of teachers in universities and colleges both public and private, including education officers, teacher department, provincial resource centre coordinators, district resource centre coordinators, zonal resource centre coordinators and school in-service and training coordinators.

(d) Teacher trade unions.

(e) Teaching service agencies such as the Teaching Council of Zambia, Teaching Service Commission, Higher Education Authority and Zambia Qualification Authority, among others.

(f) Higher education institutions involved in the training and development of teachers such as universities and colleges both public and private

(g) Leaders in the education system i.e. Ministry of General Education directors, provincial education officers, district education board secretaries, college principals/vice principals, heads of department, school leaders (headteachers, deputy headteachers, and senior teachers)

(h)The Standards of Practice for the Teaching Profession document takes into account all education professions in public, aided, private and community schools.

AREA OF PRACTICE

1.Culture

2.Teaching and learning

3.Class Management

4.Partnership and Networking

5.Professional Improvement

6.Research

United Nations Educational, Scientific and Cultural Organization

UNESCO-China Funds-in-Trust

The development of the Standards was supported by UNESCO's Capacity Development for Education (CapED) Programme.