

# **Policy for Teacher Management and Development (TMD) in Public Educational Institutions**

## **Part 1: The TMD Policy Development Process**

**Presented by Chief Teacher Management and  
Development Officer**

**18 November 2020**

# BACKGROUND

- **Linked to the Ministry's MTS 2018 – 2022 and Beyond - priority areas focussing on TMD.**
- **Setting up of a TMD Section to provide strategic leadership and to ensure the required frameworks are in place.**
- **The development process of the TMD Policy (between October 2018 to July 2020).**
- **Technical assistance obtained from the International Institute for Capacity Building for Africa (IICBA), UNESCO.**

# STATEMENTS OF INTENT OF THE POLICY

## ► POLICY VISION

Teaching becomes the number one profession.

## ► POLICY MISSION

To assist in transforming the education landscape for improved teacher and learner performance.

## ► PURPOSE OF THE POLICY

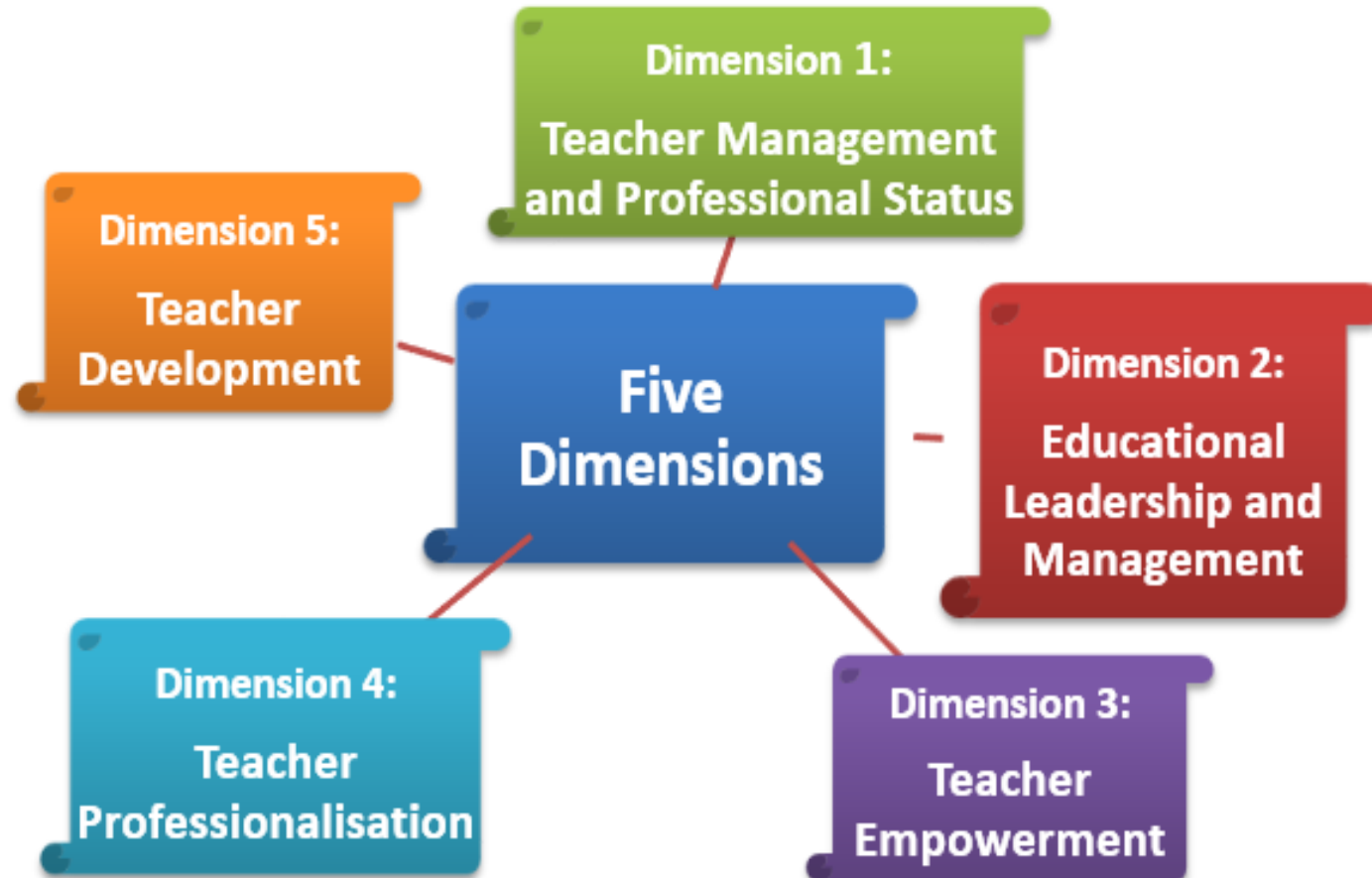
This policy provides a framework for the standardisation and professionalisation of the teaching profession in terms of **recruitment, deployment, development and retention** of teachers through a series of strategies.

# POLICY OBJECTIVES

- a) To raise the status of the teaching profession.**
- b) To enhance the educational institution management and administration system.**
- c) To empower teachers to have a voice and be represented in decision-making.**
- d) To standardise the teaching profession, qualifications and practice across all levels of education.**
- e) To strengthen pre-service, in-service and continuing professional development for effective delivery of quality teaching and learning.**

# SCOPE

- This policy targets all teachers, processes and practices within the MEHRD Headquarters (HQ) and in all public educational institutions.
- The policy addresses five Dimensions:-



**These Dimensions have been elaborated in terms of:-**

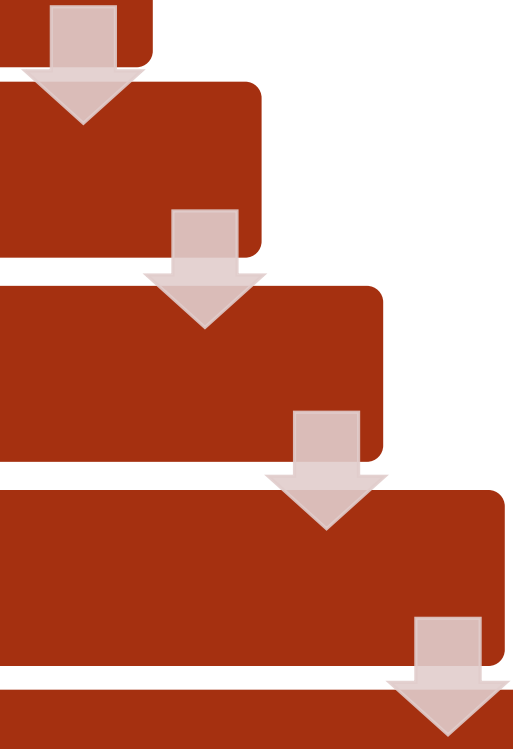
**Dimension (5)**

**Goal (5)**

**Element (17)**

**Policy Statement (17)**

**Strategic Statement (57)**



# THE METHODOLOGY

## 1. INITIATION OF POLICY DEVELOPMENT

March 2018 – visit of Ms. Ann Therese NdongJatta, Director of UNESCO Regional Office for Eastern & Southern Africa, & Dr. Yumiko Yokozeki, Director of UNESCO IICBA

## 2. START OF THE POLICY DEVELOPMENT PROCESS

October 2018 – 2-day working visit by Dr Binyam Sisay (from IICBA) with the 6 members of TMD Technical Team. Members:

- ▶ were introduced to the policy development process and relevant references/resources;
- ▶ decided on the phases for the development process;
- ▶ agreed on using recent reports as main sources of evidence for the situational analysis which focused on 9 dimensions; and
- ▶ agreed on a one-week capacity building workshop in Addis Ababa in January 2019.

# THE METHODOLOGY (cont.)

## 3. Phase 1: Situational Analysis

**a. December 2018 - compilation of some data to be shared/discussed with ICCBA (weekly sessions of 3 hours from Oct to Dec 2018 )**

**b. One week Capacity building at IICBA, Addis Ababa Ethiopia: – January 2019  
Attended by 6 members of the TMD Technical Team**

Mr Alex Souffe

Mrs Rosianna Jules

Ms Jacqueline Gertrude

Mrs Mavis Lespoir

Ms Inese Oredy

Dr Veronique Figaro

Team was advised to:

**i. select not more than 5 policy dimensions;**

**ii. prepare a Policy Summary along with the Report before drafting the policy**

**c. Finalised the Situational Analysis: (weekly sessions of 3 hours from October to February 2019)**



# THE METHODOLOGY (cont.)

4. Phase 2: Produced the Situation Analysis Report (Feb to July 2019)
5. Phase 3: Developed the Policy Summary (weekly sessions of 3 hours from Feb to July)
6. Phase 4: Drafted of Policy (weekly sessions of 3 hours from June to Sept 2019 )
7. Phase 5: Social Dialogue/ Consultation (10 sessions from 1<sup>st</sup> Oct to 22<sup>nd</sup> Nov 2019 with about 20% of key stakeholders (teachers, head of institutions, MEHRD officers and School Council & Board Chairpersons))
8. Phase 6: Finalised the 1<sup>st</sup> Draft of the Policy (January 2020) & enrichment (June 2020)
9. Phase 7: Approval of the policy by SMC of MEHRD & Cabinet of Ministers led to high recognition and acceptance of the policy (July – August 2020)
10. Phase 8: Press Conference to media houses (print, radio, TV) keep the general public informed and posted on the MEHRD's website for access (August 2020)

# CHALLENGES & STRATEGIES UNDERTAKEN

Challenges	Strategies to overcome
Respecting weekly working session	<ul style="list-style-type: none"><li>• Reschedule to another day during the week</li><li>• Weekend retreat to make up for lost time</li></ul>
Expertise in policy development	Sought assistance from IICBA
Access to certain research document due to no central repository	Reference to MEHRD training plan
Validation (Time consuming & requires a lot of mobilisation)	Regional consultative meetings held with different groups of stakeholders



A word cloud centered around the phrase "professional development". The words are in various colors (black, blue, green, orange) and sizes. The largest word is "professional development". Other prominent words include "personalized learning", "blended learning", "mobile", "teaching", "collaboration", "pedagogy", "critical thinking", "communication", "digital learning", "project based learning", "technology", "21st century learning", "growth", "authentic assessments", "online", "transcripts", "standards", "creativity", "learning", "registration", "videos", "flipped learning", "skills", "credit tracking", "project based learning", "technology".

learning videos  
registration communication  
creativity digital learning critical thinking pedagogy collaboration  
credit tracking  
flipped learning  
skills  
standards personalized learning project based learning  
blended learning growth 21st century learning technology  
transcripts mobile teaching  
authentic assessments  
online



*Thank You!*



# Part 2: Implementation



Presented by Director Seychelles Institute of  
Teacher Education

# IMPLEMENTATION PROCESS

- **Development of comprehensive Action Plan addressing each Strategic Statement started in July 2020**
- **Establishing a Steering Committee with clear Terms of Reference, to provide oversight for the implementation of the Policy in January 2021**
- **Turning the Technical Team to a Coordinating Team with clear TOR**
- **Coordination of sectorial plans as from September 2020**
- **Development of relevant guidelines/ frameworks August to December 2020**
- **Development of a Monitoring Plan as from August 2020**
- **Development of TMIS (module to be integrated in the EMIS for MEHRD)**
- **Full implementation of the policy as from January 2021**

# OPPORTUNITIES

- **Equitable deployment of teachers**
- **Provision of coherent/systematic training**
- **Teachers have a voice**
- **Having a qualified teacher in every classroom**
- **Educational Institutions managed by qualified leaders**
- **The education system is more effective and efficient**
- **Teaching is the number one profession in Seychelles**

# POLICY MONITORING, EVALUATION & REVIEW

- ▶ TMD will carry out annual update on the implementation of the Action Plan as per established framework
- ▶ Coordinating Team shall have the responsibility of ensuring that the procedures set forth in the policy are applied at all relevant instances as per established frameworks.
- ▶ An interim evaluation shall be conducted after 3 years of implementation
- ▶ First review 2025 (as necessary)





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*Thank You!*