

# **Continuous Teacher Professional Development: The Ethiopian context**

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## **1. Background**

Changes in the educational system of a nation and global requirements demand staff development activities. In a major initiative to address problems related to access, equity, and quality of educational provision, the Transitional Government of Ethiopia (TGE) introduced the Education and Training Policy in 1994. The ETP, supported by articles in the Ethiopian constitution, sought to decentralize educational authority to the 11 states and called for new paradigms of education based on relevant, active, and student-centred teaching and learning.

The ETP established the foundation for all subsequent strategies, guidelines and programs. The education sector programs were Education Sector Development Programs I, II and III which were developed in 1997, 2002 and 2005 respectively. In line with the goals of creating “trained and skilled human power at all levels who will be driving forces in the promotion of democracy and [economic] development in the country” (MoE, 2005, p. 5), the programs have focused on the expansion of the system, increased access for marginalized children and girls, and reduction of attrition. With rapid quantitative expansion, attention has increasingly been directed toward the issue of quality. Improving curricula, providing textbooks, increasing community participation, and augmenting financing for education are among the strategies pursued to address the perceived decline in the quality of education. Moreover, while all policy documents stress the importance of teachers for promoting learning, the emphasis on improving teacher quality is most prominent in the 2005 Education Sector Development Programme (MoE, 2005).

The Ministry of Education has given priority for continuous professional development CPD believing that it is the right of teachers as well as of a great value for national development (Barrow, et al., 2006). The school staff must have the necessary subject professional support to bring about changes in the classroom. At school level professional development programmes should include school principals/directors, teachers and technical and administrative personnel.

The ETP set standards for teachers and described a new approach to education. The new approach promotes active learning, problem solving, and student-centred teaching methods. With the expansion of education and large class size teachers still rely on the teacher centred methods with limited opportunities for (CPD). In Ethiopia, CPD focuses on improving the teaching-learning process, with the priorities of introducing active learning, practicing continuous assessment, and managing large classes.

As of 2008, there were 24 Government teacher education institutions. Total enrolment in the teacher education institutions in 2007-08 was 70,649 of which 27,832 were females in all programs including: regular, evening, summer and distance (MoE, 2009a).

Higher Education in Ethiopia includes institutions with three, four, and six year undergraduate programs as well as those offerings two year Masters and three year PhD programs. As of 2007-08, there were 22 Government institutions (of which Addis Ababa University is the largest), and 72 accredited non-Government institutions. These institutions offer regular, evening, summer, and distance modalities (MoE, 2009a).

According to MOE (2005) in Ethiopia:

According to MoE (2005) in Ethiopian: (1) compulsory requirement for those who teach in all educational establishments, (2) CPD is the civic and professional duty of all educators, (3) All schools are required to produce school improvement plans in order to improve the quality of teaching and learning, (4) CPD is an essential part of school improvement which is divided into four domains. These domains are: learning and teaching, student environment, leadership and environment, and community involvement (5) each institution must have a CPD plan which outlines the CPD priorities for the year.

## **2. Objectives of Continuous Teacher Professional Development**

The overall objective of the CPD programme is to raise the achievement of students in Ethiopian schools and higher education institutions. The specific objectives of the continuous teacher professional development are to:

- support teacher capacity to teach effectively using appropriate new student-centred and problem-solving approaches according to the active-learning-based curriculum that was introduced in 1994.
- improve teachers subject-matter knowledge based on the content of the curriculum and the teaching approaches which require teachers to engage students in the development of higher-order thinking skills.
- help teachers develop more positive attitudes, more cooperative approaches to their work at the school level, and strengthen professional identity.
- introduce the idea of reflective practice and action research through which teachers studied their practice to improve it.
- Promotes teachers to recognize their work as a professional by providing new opportunities for growth, exploration, learning and development (Villegas-Riemers, 2003).

The aim of Continuous Professional Development is to improve the performance of teachers in the classroom and raise student achievement. It is a career-long process of improving knowledge, skills and attitudes - centred on the local context and, particularly, classroom practice. According to MOE (2009b) all teachers must be actively engaged in: (a) their own learning process, (b) working with their colleagues, (c) identifying their own needs

and (d) the wide range of activities, formal and informal, that will bring about improvement of their own practice and the practice of others.

### **3. Principles of Continuous Teacher Professional Development**

The major principles of continuous teachers professional development are drawn from the works of Leu (2004), Giale and Burns (2005), Gray (2005), Hooker (n. d.) and Weiss (2010).

- The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material.
- Professional development should be based on analyses of the differences between (a) actual student performance and (b) goals and standards for student learning.
- Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved.
- Professional development should be primarily school-based and built into the day-to-day work of teaching.
- Most professional development should be organized around collaborative problem solving.
- Professional development should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives.
- Professional development should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.

### **4. Characteristics of effective CPD**

MOE (2009b) listed the following characteristics of effective CPD:

- Broad definition that aims at improving teachers performance in the classroom
- class practice based
- Subject content and teaching strategies centered
- Clear procedures for identifying and aligning training needs
- Excellent use of classroom practitioners
- The importance of an informal system within institutions and locally available resources is recognized
- The processes which are being learned are modeled
- Linking programs to school settings and school wide efforts is conducted
- Participation of teachers as helpers, facilitators and planners
- Emphasis on self-instruction and with differentiated training opportunities
- Teachers in active roles, choosing goals and activities for themselves
- Emphasis on demonstration, supervised trials and feedback

- On-going support and assistance available upon request

## **5. Types of Professional Development in the Ethiopian Context**

In Ethiopia continuous professional development can be placed into two categories (MoE, 2009b):

- Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice.
- Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g., convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

## **6. Professional competencies of Ethiopian Teachers**

In the Ethiopian context teachers are expected to have the following professional competencies which are to be achieved through CPD:

- Facilitating students learning: Outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning.
- Assessing and reporting students learning outcomes: describes how teachers monitor, assess, record and report student learning outcomes.
- Engaging in continuous professional development: describes how teachers manage their own professional development and contribute to the professional development of their colleagues.
- Mastery of Education and Training Policy, curriculum and other program development initiatives: describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives.
- Forming partnership with the school community: describes how teachers build, facilitate and maintain working relationships with students, colleagues, parents and other care givers to enhance student learning.

## **7. Components of Good Teaching**

MoE (2009b) listed the following components of good teaching that are expected from teachers to be developed through CPD:

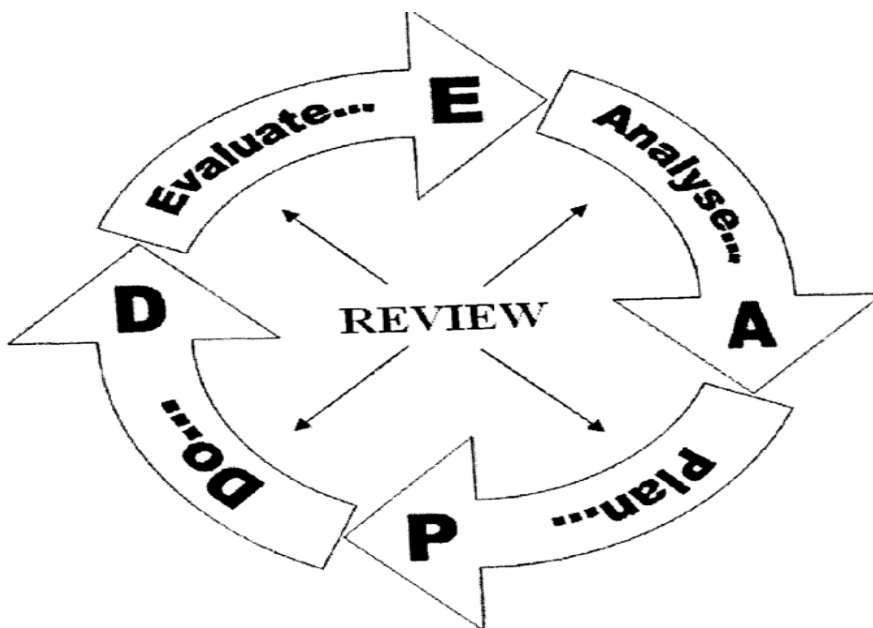
- Professional knowledge and understanding (up-to-date subject matter and curriculum knowledge, good understanding of classroom pedagogy, etc.).
- Teaching skills (learning plans for students' involvement, use of active learning methods, reflect on classroom practices, etc.).

- Values and attitudes (love of profession, form excellent relationship with colleagues, strive for learning and self improvement, high expectations for students, etc.).
- Learning environment (maintaining an attractive and supportive learning environment, creating a safe and orderly environment, use of appropriate teaching aids).

## 8. The CPD Cycle

The CPD Cycle is a carefully planned response to indentified needs. The CPD cycle is similar at individual, group, Woreda, Zone, Region and National levels (MoE, 2009b).

*The CPD Cycle*



The stakeholders, the contents of the needs analysis, responsible persons and examples of need analysis for the CPD in Ethiopian context are presented in Table 1.

Table 1: Example of CPD that arises from needs analysis

Stakeholders	Responsible person/group/institution	Content of the Needs Analysis	Example
Individual teacher	The individual teacher	<ul style="list-style-type: none"> <li>• Meeting with mentor or supervisor</li> <li>• Self-reflection in the classroom</li> <li>• Preparation for a new job or opportunity</li> </ul>	Following self-assessment, peer review and an annual appraisal, a teacher agrees that one of the three CPD priorities for the next year is to improve their knowledge of assessment.
A group of teachers within an institution	The group leader	<ul style="list-style-type: none"> <li>• Regular group meeting</li> <li>• Introduction of new initiatives</li> <li>• Reviewing previous initiatives</li> </ul>	Through a need analysis the Mathematics Department of a secondary school identifies that one of their three CPD priorities for the next year is learning to use more participatory methods in lessons.
A school	The Head Teacher	<ul style="list-style-type: none"> <li>• Annual school review</li> <li>• Annual CPD plan evaluation</li> <li>• Introduction of a new initiative</li> </ul>	As part of the analysis process the Director and the members of the CPD Committee identify punctuality and attendance as one of the main areas for development in the school, which is adopted as one of the three school CPD Priorities.
A group of institutions	The Head Teachers of a cluster of schools	<ul style="list-style-type: none"> <li>• The head teachers consultation meeting</li> <li>• Professional discussions with colleagues</li> <li>• Annual appraisal process</li> </ul>	The cluster has identified a common concern in the quality of the mentors for newly deployed teachers in their schools.
A Woreda/sub-city	The Head of the Education Section of the Woreda/sub-city	<ul style="list-style-type: none"> <li>• A supervisors team meeting</li> <li>• Stakeholders' consultation meeting</li> <li>• Educational planning review</li> </ul>	The Woreda/sub-city has identified a need to increase community participation in education
A zone or region	The Head of the Region Education Bureau (REB)	<ul style="list-style-type: none"> <li>• An expert team meeting</li> <li>• Stakeholders consultation meeting</li> <li>• Regional CPD evaluation plan</li> </ul>	A REB identifies a need to monitor and develop the use of first language by teachers in grades 1-4.
The Nation	Experts at the Ministry of Education	<ul style="list-style-type: none"> <li>• Consultation meeting with Experts and other educational professionals</li> <li>• National examination results review</li> <li>• Policy review conference</li> </ul>	The Ministry of Education has identified that population and family life are important issues for Ethiopia to address.

Source: MoE (2009b)

The components of the CPD plan, do, evaluate time and materials and resources are explained in details here under.

## The CPD “Plan” Cycle

The CPD plan that meets the need analysis is developed by an individual and the institution.

**Individual planning:** Individual CPD plan is developed annually based on the priorities of the individual teacher and institution. The individual teacher’s Annual CPD Action Plan is kept in their Teacher’s Professional Portfolio and used as a guide for the type of information and evidence collected during the year.

**Institutional Planning:** Each institution should develop an annual CPD plan on the bases of the issues identified by the need analysis process. Three main priorities are recommended for each academic year. Once the priorities are selected, the annual CPD plan should be completed. This document should describe each priority, identify the desired outcomes, list the responsible persons/group/institution and outline the time needed to implement the plan.

## The CPD “Do” Cycle

The CPD “Do” cycle involves **activities** that are chosen to meet the indentified needs through the needs analysis. The CPD activities are listed down in Table 2.

*Table 2: the CPD “Do” Cycle Activities*

<ul style="list-style-type: none"><li>• Curriculum meetings</li><li>• Demonstration lessons</li><li>• Planning lessons together</li><li>• Peer observation</li><li>• Observation of lessons and feedback</li><li>• Observation of students in lessons</li><li>• Talking to students</li><li>• Assessment of students work before and after the CPD activity</li><li>• Marking of students work, giving feedback and advice for development</li><li>• Shadowing a teacher</li></ul>	<ul style="list-style-type: none"><li>• Action research</li><li>• Professional reading and research</li><li>• Visiting schools and teachers to see examples of good practice</li><li>• Sharing/showing good practice within a school</li><li>• Maintaining a professional portfolio</li><li>• Team teaching</li><li>• Workshops</li><li>• Visiting experts</li><li>• Mentoring</li><li>• Discussion meetings</li></ul>
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Source: MoE (2009b)

## The CPD “Evaluate” Cycle

Reviewing and evaluating the effectiveness of CPD is an essential part of the cycle which should be included in the plan. The effectiveness is judged whether or not it is effective in improving students’ learning.

### The review can take place:

- During an individual’s work, e.g. in lesson or planning time
- During or at the end of a group activity, e.g. workshop or staff meeting

- During regular monthly meeting of the CPD committee
- At the end of the CPD program
- As a planned part of a specific program, e.g. at the end of each module of the Higher Diploma Program

At the end of the program, an evaluation should be conducted. The process of evaluation should:

- Celebrate success
- Measure whether the desired outcomes have been achieved
- Identify additional unplanned outcomes
- Identify less successful aspects of the program
- Inform future CPD needs of the individual and at the institution level

## **9. Time for the CPD**

According to MoE (2009b) following pre-service and induction professional training, each Ethiopian teacher and instructor has a professional, personal and civic responsibility to undertake continuous Professional development through his or her career. Each school teacher must take part in planned CPD activities for a minimum of sixty hours each year. These hours should be used flexibly to address the various CPD priorities which impact upon the work of the individual teacher or institution.

## **10. Resources and materials to support the CPD**

The resources to support the CPD come under human resources and material resources (MoE, 2009b).

Human resources include professional resources at the institution level and external support. Committed and supportive colleagues are the most powerful and accessible resources at the institution level. External supports for CPD include the local and regional educational authorities such as the Woreda and Zone educational offices and the Region education bureaus (REBs) which have a number of supervisors and educational experts. The institution organizing the CPD can ask for the support of an experienced and knowledgeable expert or organization.

The Support materials are the national CPD materials which can be selected by the institutions according to their needs and priorities. In addition the REBs produce additional materials that address regional CPD issues as the planning and priorities of each region will vary. The support materials include three course books:

- Course 1 Professional ethics, counseling, mentoring using active learning methodology
- Course 2 Gender and HIV/AIDS issues, continuous assessment and planning approaches to the individual subject area in the context of large class sizes
- Course 3 Rural development, civics and methodology



## **11. Maintaining a portfolio of professional learning**

According to MoE (2009b) each teacher is required to keep a portfolio of CPD activities. The portfolio includes:

- Individual CV
- Individual CPD action plan

The portfolio should include the following:

- individual CV (personal and professional data and qualifications)
- individual CPD Action Plans
- evidence of all the CPD activities which have been undertaken by the individual teacher in the last three years
- feedback from mentors/facilitators
- teacher's self-reflections on progress
- annual appraisal reports
- record of Professional Competencies achieved
- other evidence of personal development activities undertaken-e. g., upgrading, summer school programs – that are not a part of the mandatory sixty hours
- examples of examination results with an analysis
- examples of lesson plans with evaluations

## **12. Challenges of CPD in Ethiopia**

According to MoE (2009b) the challenges encountered in CPD in Ethiopia include:

- In nearly four out of five schools the structure of CPD is either absent or inadequate
- 93.5% of the CRCs (Cluster Resource Centers) were not adequately trained to run well organized, inspiring, and transforming CPD activities
- Failure to synchronize the career structure and the CPD values and activities
- CPD facilitators high turn over
- Time constraints on teachers as well as their school leaders
- CPD programs lagging behind its time and the tendency of rushing to cover the course
- Total absence or inadequacy of the minimum resources to run CPD
- Lack of systematic coordination between the education bureaus, Teacher Education Institutions and NGOs

## **13. Responsibilities of CPD Stakeholders in the Ethiopian Context**

Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. The responsibilities of stakeholders are: (MoE, 2009b)

**Teachers are responsible for:**

- engaging in their own Continuous Professional Development throughout their careers.
- consulting with others (e.g. mentors, supervisors), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies.
- working collaboratively with colleagues to improve teaching and learning.
- carrying out sixty hours of CPD each year.
- putting CPD into practice in the classroom.
- being committed to supporting the wider CPD needs of their institution.
- maintaining a Professional Portfolio to record all their CPD and other professional activities.

**School leaders are responsible for:**

- ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource management.
- creating a CPD management strategy within the institution.
- ensuring that an effective CPD needs analysis is carried out each year.
- identifying issues for consideration as CPD priorities together with colleagues.
- ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget.
- regularly monitoring the effectiveness of the changes to teaching and learning.
- ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback.
- collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues.
- collaborating with Woreda, zone and REB professionals to ensure that national and regional CPD priorities are addressed in institutional CPD planning.
- taking part in regional and national CPD activities which ensure that knowledge and experience is up-to-date.
- ensuring that all teachers in schools take part in sixty hours of CPD activities each year.

**Clusters are responsible for:**

- establishing and supporting the Cluster CPD Committee.
- managing and Coordinating CPD activities within the cluster.
- collating and sharing individual school CPD plans.
- supporting, as appropriate, the Annual School CPD plans.
- providing opportunities for collaboration and the sharing of good practice within the cluster (samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons etc.)
- making available resources for cluster schools to use in the classroom.

- providing training opportunities as appropriate.
- supporting the delivery of the induction program for Newly Deployed Teachers.
- Reporting annually to the Woreda on cluster CPD activities.
- Maintaining an effective communication system between all the schools.

**Woreda and Sub City Education Offices are responsible for:**

- annually producing local CPD plans
- ensuring that all schools have annual CPD plans
- monitoring and evaluating the CPD activities of schools
- collecting data about CPD activities in the Woreda/sub-city
- collecting data of individuals' and schools' participation in CPD
- providing support and training to clusters and schools via the supervisors
- raising awareness of and promoting inclusive education in all schools
- collaborating with school directors to administer the 'Induction' CPD process and to moderate judgments on passing/failing
- providing support and advice on the maintenance of professional portfolios
- overseeing and facilitating the work of clusters and kebeles (the lowest level of administration below Woreda) in their support of CPD.

**Regional Education Bureaus/Zones are responsible for:**

- analyzing and identifying regional priorities, production of materials and delivering training to implement them
- sharing information with all stakeholders
- annually producing and circulating regional CPD plans
- appointing a responsible person for CPD
- allocating the resources needed to implement the regional CPD program including the development of Teachers' Professional Portfolios
- ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region.
- Monitoring and evaluating the CPD program regionally and producing an annual report which should be submitted to Teachers and Leaders Development of the Ministry of Education
- Raising awareness of and promoting inclusive education throughout the region through CPD
- Overseeing and facilitating the work of teacher education institutions in their support of the CPD effort
- Giving support to Woredas, zones and sub cities within the region
- Compiling Educational Management Information System (EMIS) CPD statistics for the region and submitting them annually to the MoE.

### **The Ministry of Education is responsible for:**

- Analyzing and identifying national priorities, production of materials and organizing training to implement them
- annually producing and circulating national CPD plans
- raising awareness of the need for Continuous Professional Development
- designing, implementing and reviewing the National Framework for CPD
- monitoring and evaluating the CPD program nationally and producing an annual report
- producing support materials to be used throughout the Federal Republic
- helping to increase capacity by training trainers
- raising awareness of and promoting inclusive education through CPD
- collating and reporting EMIS CPD statistics
- Producing an Annual CPD Plan for employees of the MoE
- Giving support to regions
- Conducting consultation meetings on achievements and challenges

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Appendixes: **Tables**

Table A1

*Enrolment by level in 2007/08*

<b>Level</b>	<b>N</b>	<b>%</b>
Kindergarten (KG)	263,464	1.50
Primary Education	15,340,786	87.13
Secondary Education	1,502,133	8.53
Technical and Vocational Education and Training	229,252	1.30
Higher Education undergraduate	263,001	1.49
Higher Education graduate	7,355	0.04
<b>Total</b>	<b>17,605,991</b>	<b>100.00</b>

Source: MoE (2009a).

Table A2

*Number of teachers by level of Education in 2007/08*

<b>Number</b>	<b>N</b>	<b>%</b>
Kindergarten (KG)	9,794	3.12
Primary Education	253,319	80.62
Secondary Education	33,736	10.74
Technical and Vocational Education and Training	9,010	2.87
Higher Education (fulltime)	8,355	2.66
<b>Total</b>	<b>314,214</b>	<b>100.00</b>

Source: MoE (2009a).

Table A3

*Average student/teacher ratio*

<b>Number</b>	<b>Level</b>	<b>Ratio</b>
2004/05 (Base Year)	Primary 1-4	71
	Primary 5-8	55
	Secondary 9-12	51
2007/08	Primary 1-4	61
	Primary 5-8	49
	Secondary 9-12	43
National Standard	Primary 1-8	50
	Secondary 9-12	40

Source: MoE (2009a).

Table A4

*Percent of qualified teachers by level of education*

<b>Number</b>	<b>Minimum Qualification</b>	<b>%</b>
Primary Education (1-4)	Diploma	97.30
Primary Education (1-8)	Diploma	66.30
Secondary Education	Undergraduate degree	63.90

Source: MoE (2009a).

Table A5

*Teachers, supervisors and directors in training in 2010*

<b>Profession</b>	<b>To be qualified for</b>	<b>N</b>	<b>%</b>
Teachers	Diploma	50,000	52.85
	BA	37,000	39.11
	MA/MSc./MEd	3,512	3.71
	PhD/MD/DV	808	0.85
Supervisors and directors	BA	3,148	3.33
	MA/MSc./MEd	132	0.14
<b>Total</b>		<b>93,792</b>	<b>100.00</b>

Source: MoE (2010)