



**Ministry of Education,  
Literacy and National  
Languages of Mali**



**World Bank**



# **TECHNICAL REPORT FOLLOW-UP WORKSHOP TO THE CONFERENCE ON CONTRACTUAL TEACHERS**

## **POLICY FRAMEWORK ON TRAINING AND PROFESSIONAL DEVELOPMENT FOR CONTRACTUALS**

# OUTLINE

1. The profile of a qualified teacher
2. Entry criteria for pre-service training
3. Principles of pre-service training (PST) and in-service training (IST)
4. Core skills base for PST
5. Breakdown of training provision between PST and IST
6. Implementation system for PST and IST
7. Professional development plan
8. Recommendations

# 1. The profile of a qualified teacher

Three fundamental qualities are looked for in teachers:

- teaching aptitude;
- a professional conscience;
- the ability to adapt and develop in the environment in which he/she works.

# 1. The profile of a qualified teacher (cont.)

In short, a qualified teacher is a professional teacher, capable of:

- planning, implementing and evaluating a teaching-learning sequence at any level of elementary education
- showing on the job a good practical knowledge of school administration
- teamwork
- conducting action-research activities
- keeping his/her professional know-how up to date
- becoming integrated into the community where he/she works
- adhering to a code of professional ethics

## **2. Entry criteria for pre-service training**

Three closely connected principles should guide the definition of recruitment criteria:

- **matching of the profile of the potential recruit with the tasks required for the job**
- **efficiency and optimal use of resources**
- **equity and objectivity**

### **3. General principles of pre-service training (PST) and in-service training (IST) for contractuales**

- linkages and continuity between PST and IST
- dynamic alternation between theory and practice
- openness and diversification
- involvement and accountability of trainees

## **Principles of pre-service training**

- The principle of effectiveness of PST
- The principle of a single training venue
- The principle of cooperation between training institutions
- The principle of versatility

## Principles of in-service training (IST)

- Proximity
- Relevance
- Diversity of training venues

## 4. Core skills base for PST

(four main areas of training)

- **Area I: *Pedagogy and didactics***

- **Core skill 1**

Design a sequential lesson plan (weekly, monthly, quarterly, annual) or other means of planning teaching-learning activities.

- **Core skill 2**

Design, implement and evaluate a teaching-learning sequence for a given grade.

- **Core skill 3**

Have reading, writing and teaching proficiency in the languages of instruction.

- **Area II: *Environment, population and sustainable development***

- **Core skill 4**

Develop teaching-learning, communication and social mobilization strategies on problems related to development, population and the environment (health, mother and child protection, the fight against drugs, sexually transmitted diseases, HIV/AIDS, etc.).

## 4. Core skills base for PST (cont.)

(four main areas of training)

- **Area III: *Documentation, research and professional development***

- **Core skill 5**

Conduct an action-research project (resolution of a problem related to the job or the local environment).

- **Core skill 6**

Design and implement an individual professional development plan.

- **Area IV: *Legislation and code of ethics of the teaching profession***

- **Core skill 7**

Develop and maintain relations of mutual respect and trust with the education community (pupils, other teachers, parents, etc.) and the education authorities, in accordance with the profession's code of ethics and the legislation in force.

## 5. Proposed breakdown of training provision between PST and IST

Area	Core skill	PST offerings	IST offerings
<p style="text-align: center;"><b>I.</b> <b>Pedagogy</b> <b>and</b> <b>didactics</b></p>	<ul style="list-style-type: none"> <li>-Design a sequential lesson plan...</li> <li>-Plan and implement learning sequences</li> <li>-Reading, writing and teaching proficiency in languages of instruction</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Didactics of subjects taught</b></li> <li>- <b>general pedagogy (teaching methods → conceptualization, implementation and evaluation of classroom strategies)</b></li> <li>- <b>child psychology</b></li> <li>- <b>evaluation of learning</b></li> <li>- <b>teaching African languages</b></li> <li>- <b>bilingual teaching</b></li> <li>- <b>ICT</b></li> </ul>	<ul style="list-style-type: none"> <li>-<b>Didactics of subjects taught</b></li> <li><b>general pedagogy (teaching methods → conceptualization, implementation and evaluation of classroom strategies)</b></li> <li>-<b>child psychology</b></li> <li>-<b>teaching African languages</b></li> <li>-<b>bilingual teaching</b></li> <li>-<b>ICT</b></li> </ul>

## Proposed breakdown of training provision between PST and IST

Area	Core skill	PST offerings	IST offerings
Environment, population and development	Develop teaching, communication and social mobilization strategies to address development problems...	<ul style="list-style-type: none"> <li>- Leadership techniques</li> <li>- strategies for combating STDs and HIV/AIDS</li> <li>- gender approach to education</li> <li>- education for peace and human rights</li> <li>- clarification of values</li> <li>- ICT</li> </ul>	<ul style="list-style-type: none"> <li>- Communication and social mobilization techniques</li> <li>- strategy for combating STDs and HIV/AIDS</li> <li>- gender approach to education</li> <li>- education for peace and human rights</li> <li>- ICT</li> </ul>

# Proposed breakdown of training provision between PST and IST

Area	Core skill	PST offerings	IST offerings
<b>III. Documentation, research and professional development</b>	Resolve a job-related or local environment problem	<ul style="list-style-type: none"> <li>-Document search</li> <li>-initiation to action-research</li> <li>-ICT</li> </ul>	<ul style="list-style-type: none"> <li>-Intellectual working methods</li> <li>-action-research methodology</li> <li>-- ICT</li> </ul>
<b>IV Legislation and code of professional ethics</b>	Develop and maintain good relations...	<ul style="list-style-type: none"> <li>-<b>Organization of basic education</b></li> <li>-school authorities</li> <li>-<i>school management</i></li> <li>-<i>management of relations with school administration and communities</i></li> <li>-administrative correspondence</li> <li>-professional ethics</li> </ul>	<ul style="list-style-type: none"> <li>-<i>School management</i></li> <li>-<i>management of relations with school administration and communities</i></li> <li>-administrative correspondence</li> <li>-professional ethics</li> <li>- organization of basic education</li> </ul>

## **Proposed breakdown of training provision between PST and IST (COMMENTS)**

- The proposed breakdown of training provision between PST and IST is designed with the aim of elucidating the gradual approach to the acquisition and consolidation of professional skills.
- If the same skills are included in both PST and IST programs, it goes without saying that they are usually acquired only superficially in PST (the stage of preparing for the job).

## **Proposed breakdown of training provision between PST and IST (COMMENTS)**

- Opportunities to extend and mature skills really arise only on the job. To take advantage of these opportunities, however, IST must be well organized institutionally and the contractual must participate actively in upgrading his/her teaching abilities.
- To sum up, the proposed breakdown of training provision highlights the importance of a structured, coherent plan for basic training and professional development.

## 6. PST and IST provision systems

- Professional skills are acquired through training provided by training centers (teachers' colleges, provincial inspectorates, etc.), presentations by education specialists, interactions with teachers in service and open learning.
- These different levels of training interact and supplement one another, helping trainees make the connection between theory and practice.
- A judicious combination of the strategies relating to these levels is needed, in both the PST and IST phases.

## Three levels of training, diversified strategies

Training	Inter-training	Self-training
<ul style="list-style-type: none"> <li>➤ Theoretical training courses</li> <li>➤ Seminars, workshops and conferences organized in school districts, calling on the expertise of secondary and university teachers, specialized bodies, technical departments and other partners of the school system</li> <li>➤ Close supervision by school principals, pedagogical advisors and inspectors</li> <li>➤ Distance training and ICT</li> </ul>	<ul style="list-style-type: none"> <li>➤ At school level: peer learning within the teaching staff</li> <li>➤ At school cluster level: peer learning in teacher study groups (<i>cellules d'animation pédagogique</i>) organized to meet the identified needs of the teachers involved</li> <li>➤ Preparation for professional examinations in working groups</li> </ul>	<ul style="list-style-type: none"> <li>➤ Open learning: access to the documentary resources available in the local community</li> <li>➤ Preparation for professional examinations</li> <li>➤ Distance training using traditional media (educational journals, professional news bulletins, pedagogical works, etc.) and ICT</li> </ul>

## 7. Individual professional development plan

- The Bamako Conference stressed the need for at least 6 months of pre-service training, followed by a professional development plan comprising in-service training and various teaching supports targeting the needs of teachers in service. For this purpose, the Dakar follow-up workshop proposes a tool, called a "professional file", that the teacher or trainee can use to design and implement this plan.
- The professional file should be created at the start of PST and should follow the contractual throughout his/her career. It is an essential tool for professional development, allowing contractuels to identify their needs in PST in order to address them in IST.
- To create and maintain this file and implement their professional development plans, contractuels will need good support – especially during the first 5 years of service.
- During this period, the involvement of teacher training centers (teachers' colleges and normal schools) could be crucial to a good transition between PST and IST.
- These centers should listen to principals, inspectors and pedagogical advisors, or any other authority actually supervising the file. Such involvement will ensure that these training centers continue to pay attention to "beginner" contractuels and are well informed about the difficulties they face.

## Individual professional development plan

### During PST

- Record kept by the teacher training center (teachers' college, normal school) and school of instruction on the trainee's skills and difficulties.
- Log kept by the trainee.
- Descriptive, forward-looking review made at the end of PST identifying the trainee's short- and medium-term IST needs (prepared jointly by the trainee, the training center and the school of instruction).
- An evolving IST plan for the first 5 years of service, with proposals for priorities in the first year.

## **Individual professional development plan**

### **During service (IST)**

- Self-critical report on his/her own practice (classroom practice; IST seminars, workshops and conferences participated in; action in the local community).
- Support plan negotiated between the bodies that employ contractuels and PST/IST providers
- Annual IST action plan: the contractual receives a credit of 90 hours of IST/year (the evolving 5-year plan is updated annually).

## 8. Recommendations

- On the recruitment issue, particularly as regards adherence to academic selection criteria, the government of each country, along with specialized institutions, should develop exercises matching the desired profile.
- Similarly, to ensure that recruitment is equitable, candidates for teaching posts should be selected by a jury made up of education professionals and social partners (parents, communities, unions).
- Training should be conceived of as a continuum encompassing PST and IST. In other words, PST establishes the minimum core skills, which are then supplemented and reinforced through a professional development program (IST).

# Recommendations

- In carrying out the training plan, trainers should take care to use the innovative learning methods and teaching practices that contractuels will have to use in class (activity method, work in small groups, presentation, classwork, diversification of training venues, etc.). Teachers have a natural tendency to reproduce the training strategies used in their own preparation for the job (the isomorphism principle).
- Certification of PST is essential to recognition of what contractuels have learned; it is a means both of evaluating their core skills and of identifying their further training needs.
- Contractuels should be deployed with all the basic physical and teaching aids (teacher guides, legislation, official programs, etc.) apt to provide information on professional matters.
- Considering the importance of open learning and self-training, implementation of these modes should be encouraged by provision of substantial equipment to teacher training centers, in the form of libraries, educational documentation rooms, well-endowed resource centers.

# Recommendations

- **Since knowledge and technology are constantly changing, training must be viewed as a continual, dynamic process. The challenge will be to give contractuals, during their PST, the skills needed for research, documentation and updating of their own expertise.**
- **In the IST process, the school principal should be the front-line supervisor in the close supervision system. To this end, the principal's role should be enhanced in several ways, including substantial incentives and capacity building in didactics and the monitoring/evaluation of learning.**
- **Measures should be considered to ensure and support the professional development of contractuals during their first 5 years of service: institutionalization of a given number of hours of IST per year, a transport and/or participation allowance for attendance at courses, seminars and teacher meetings, certification of training and follow-up, etc.**