

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



WARD EDUCATION OFFICERS CONTINUING PROFESSIONAL DEVELOPMENT GUIDE

2017

SECTION 1
A GUIDE FOR WARD EDUCATION OFFICERS CONTINUING PROFESSIONAL
DEVELOPMENT

1. Introduction

This guide aims to be a reference guide and support for the provision of ‘Continued Professional Development’ for Ward Education Officers (WEOs). It is also intended to encourage and challenge the WEOs to focus on their own learning process in order to improve their academic and professional leadership in their daily roles.

The guide is divided into three main sections: The first section focuses on the background of Education in Tanzania especially related to the role of the WEO. The second section has detailed information about the procedures, resources and assessment, and the third section describes Monitoring, Reporting and Evaluation. Finally, there are Annexes providing supporting forms.

We believe this Guide will be very helpful and provide important reading and reference for WEOs, and also for educational stakeholders, who will facilitate the training for Ward Education Officers.

1.1. HISTORY OF THE ROLE OF THE WARD EDUCATION OFFICER

The development of quality education anywhere in the world requires committed people with knowledge, skills, talents, creativity, and ability to work with multi-stakeholders. These people require Continuous Professional Development (CPD), to keep abreast with new knowledge and skills to respond to new and changing educational needs.

Since Independence, Tanzania's education has gone through various periods of change. In 1978 Tanzania enacted the Education Act, that promoted basic education, technical and adult education within the ideology of Self Reliance Education. In order to implement the ambitious plan to eradicate illiteracy through provision of education for all, the government appointed Coordinators for Adult Education to assist in managing the policy. The Coordinator for Adult Education was a link between the centers of adult education and the district offices.

Depending on the needs of the time, the level of education required for Adult Education Coordinators was based on completion of primary education at Standard 7, form four pass and a Teacher Education Certificate. Their work performance, literacy and integrity were also taken into account.

The change from Adult Education Coordinators to Ward Education Coordinators came with the introduction of Universal Primary Education (UPE) in 70s. led to increased pupil enrollment, but with it a shortage of teachers. Ward Education Coordinators were used as the Trainers of Trainees to build up the competency of the less qualified newly recruited teachers.

The 1995 Education Policy gave Ward Education Coordinators the responsibilities of managing education in primary schools and Adult Education Centers.

It became evident that the Ward Education Coordinators needed training to meet the needs and on-going challenges of their work. The Ministry of Education, Science and Technology, PO – RALG and other education stakeholders prepared various training for Ward Education Coordinators, including Leadership, Education Policy and Planning, M&E and ICT. An up-grading programme of academic qualifications also took place; from Std 7 to Form 4 (C-O), Form 4 to Form Six and Diploma (A Diploma).

The 2014 Education and Training Policy, identifies the Ward Education Coordinators as Ward Education Officers, whose main role is coordinating and managing the implementation of education policies at the ward level. At present, Ward Education Officers are overseeing the implementation of basic education policy. The expansion of management responsibilities requires that Ward Education Officers have adequate knowledge and skills to manage Adult Education Centers, Secondary and Pre-and Primary schools in their wards. However, for a long time the Ward Education Officers have had several challenges that hinder them to effectively implement educational policies in their wards. These include low capacity to perform their day to day work effectively, insufficient infrastructure and resources, and lack of continuing professional Development. Consequently, they face challenges in bringing about the expected effectiveness in management of education at that level.

A study, carried out by the *Ministry of Education, Science and Technology, PORALG* and EQUIPT showed that a large number of Ward Education Officers do not have enough skills and knowledge of leadership in education.

In 2017, MoEST through the School Quality Assurance Department –SQAD has been looking into ways to improve its performance in order to provide the highest standards of quality education in the country. To support the new approach, a new framework for Quality Assurance has been developed. The Ward Education Coordinators have been included in the framework with the extra role of the Close to School Supervisors-CSS. This new role adds to the Ward Education Officer's regular visits and communication with their schools. Ward Education Officers will require more academic and professional skills to perform this new role effectively.

To achieve these new performance expectations, the Department of Quality Assurance of Schools has also developed a capacity building programme for the Ward Education Officers in the areas of Education Leadership and Management, ICT and Personal Management to enable them to perform their duties effectively as the CSS. close to school supervisors.

The SQAD will collaborate with other educational stakeholders/Institutions, such as ADEM, TIE, NECTA, and the Non -Governmental Organisations, to name but the few, to provide Continuous Professional Development for Ward Education Officers.

1.2 Continuing Professional Development Definition

Continuing Professional Development (CPD) is the systematic process of tracking and documenting the skills, knowledge and experience that the WEO gain both formally and informally as they work. It records what the WEO experiences, learns and then applies. It helps in identifying capacity gaps and addressing the gaps through training, coaching and mentoring. This process applies to all WEOs, from those who have just completed their initial training through to those with many years of experience in the workplace. **Continuing Professional Development** is **important** because it ensures the WEOs continue are supported in improving their professional competencies.

The WEO CPD is introduced to align with the new SQA Framework that moved from a school inspection approach to a more holistic system which is strongly focused on school improvement. The CPD will equip WEOs with skills and knowledge to ensure that there is significant school improvement in their wards.

1.2.1 Objective of Continuing Professional Programme.

The purpose of standardizing Continuing Professional Development (CPD) for Ward Education Officers (WEOs) is to increase the performance of the Ward Education Officers throughout

Tanzania by building their capacity to effectively play their roles and responsibilities to ensure provision of quality education at Pre, Primary and Secondary levels.

1.2.2 Vision

The vision is to have a skilled and professional Ward Education Officer, who is committed, responsible and using fresh skills in managing and implementing the education policy to improve learners' performance in his/her ward.

1.2.3 Mission

The mission is to provide Ward Education Officers with sustainable academic and professional training so that they can effectively fulfill their responsibilities.

Goal and Specific Objectives

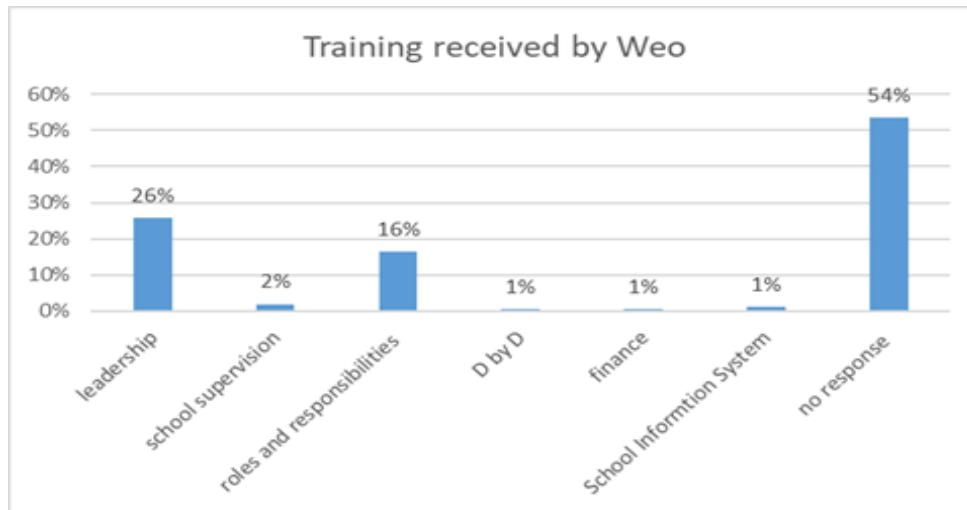
The Goal of CPD is to establish a sustainable framework for enhancing professionalism and expertise for Ward Education Officers to implement education policy.

To achieve this goal, the specific objectives are to:

- Ensure there is a significant improvement in teaching and learning process in schools
- Innovation and creativity are highly encouraged
- Improve the quality of school leadership and management

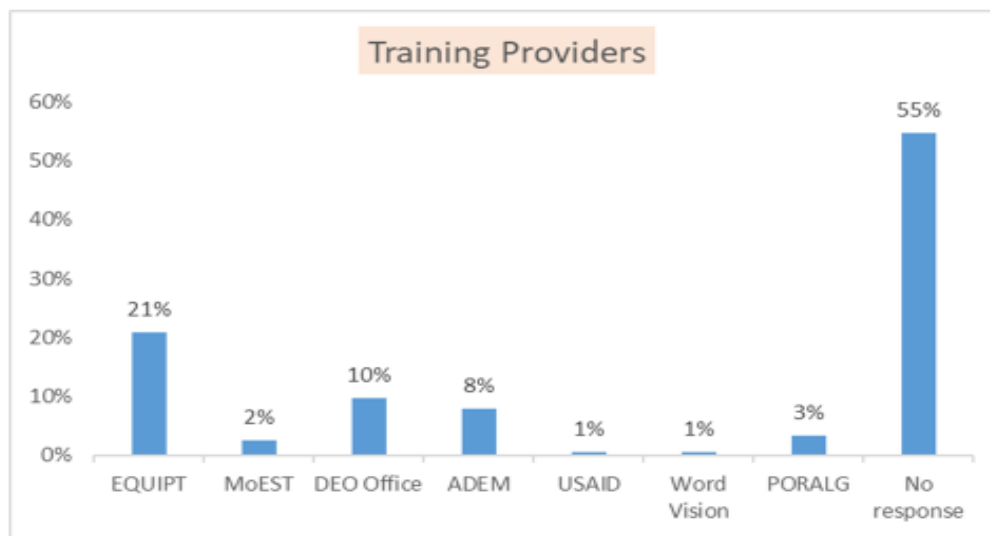
1.2.4 Rationale

The rationale for the WEO CPD is informed by two main factors: First, In August 2017, a small study which involved 370 Ward Education Officers in Mwanza, Simiyu, Singida, Coast, Morogoro, Tanga and Dodoma regions was conducted. The study examined the status of continuous professional development (formal and informal) received by the WEO since they were appointed from 2010-2017. The study showed that 46% of them had received various training courses including, leadership and school management. As indicated in the figure below, the study showed that 54% of Ward Education Officers had not received any training since they were appointed to the post.



Training received by WEOs since 2010

Training for WEOs, as indicated below was provided by different institutions and partners, with the project EQUIPT having the highest reach, at 21 percent.



Training providers since 2010

The study also facilitated the WEOs to identify their training needs; key among them were leadership, financial management and ICT.



Training needs identified by WEOs in 2017

Second, the new SQA framework that has been developed acknowledges the WEO as a key partner in ensuring the quality of schools, and it gives him/her a special role to play as a close to school supervisor responsible for:

- Establishing and maintaining linkages with the LGAs;
- Coaching and mentoring for teachers and HoS/HT's; and
- Consistently enhancing advocacy on community engagement on matters pertaining to SQA activities in schools at ward level.



SQA Model

1.3 Desirable qualities of Ward Education Officers

These are the desirable qualities looked for when appointing the Ward Education Officer today. He/she should be a person: -

- Who has been trained at a recognized teacher college, with not less than five years' experience;
- Who is ready to manage and implement education policy effectively;
- With at least a first degree;
- With the ability to communicate effectively in Swahili and English; written and spoken;
- Who is good in report writing;
- With the ability to involve and integrate different stakeholders;
- Who has a deep understanding awareness of the area that he/she works for; and
- Who is well behaved and commands respect from all community members.

SECTION 2: CPD DETAILS

2.1 CPD thematic areas

The CPD training is based on the Ward Education Officer's needs, this CPD guide has three domains namely; Personal Leadership, ICT and Educational Management.

A. Personal Leadership (strategic and Team leadership)

1. Personal Leadership

Personal leadership acknowledges the individual dimension of leadership; it's about how effectively an individual leads oneself. Personal leadership is based on the recognition that to lead others requires you lead yourself first.

To lead yourself first means taking ownership of your own life, growth and development. It's the recognition that leadership is not about position or title. Rather leadership begins with a choice, reflected in your personal attitude towards life and the impact you want to have on the work place.

Personal leadership recognizes that effective leaders require a self-knowledge and deep awareness of where they are effective and where they need to partner with others. This requires an awareness of who you are, what are your values, skills, strengths and weaknesses.

- Deep connection to purpose and mission
- Awareness of your values, beliefs, strengths and weaknesses
- Management of your attention and time
- Openness to feedback and challenge
- Continuous learning and growth
- Setting the example for others

- 
- Personal leadership is the expression of your values, your character and beliefs.
 - Personal leadership is the inner source of a leaders' effectiveness.

2. Strategic Leadership

Strategic leadership is about understanding the context, trends and systems in which you're leading. Strategic leadership helps WEO to form the foundation for his strategic choices, goals and clear action.

Strategic leadership influences a change from the current reality towards a shared future vision.

Some of the practices that support strategic leadership include:

- Keeping an eye on the big picture
- Making time for strategic thinking

- Getting clarity on strategic priorities and outcomes
- Deliberate decision-making

Strategic leadership seeks to answer the questions; what future do WEO want to create? What outcomes do WEO seeking to achieve?

3. Team Leadership

In this context team we refer to teachers and the communities as these are the main functional the WEO working with. Team leadership is the recognition that nothing of significance is created alone. All great work is the result of a group of teachers/communities working together towards a common goal.

Team leadership is about

- Engaging the hearts and minds of others in the pursuit of a shared vision.
- It creates the space for everyone to contribute according to their own unique strengths and talents.
- Team leadership demands collaboration, creativity and innovation towards achieving the goals.

Some of the practices that support team leadership include:

- Developing trust amongst teachers
- Encouraging innovative solutions to problems
- Nurturing team norms and culture
- Facilitating orientation and collaboration across schools
- Developing the leadership skills within others
- Coaching and mentoring

Team leadership rests on the foundation of personal leadership, the values, strengths and competencies of individual WEO.

B. Information Communication and Technology (ICT)

- The ICT package involve the basic areas in the ICT knowledge and skills with the objective of creating skilled, WEO professionals with ICT skills with further developmental activities, these professionals will be able to work effectively using the knowledge and skills gained during the course. The ICT package includes

i. ICT

Contents

- What is the ICT
- Scope of ICT in Education
- Impacts of ICT on Education

ii. **Computer Operating**

Contents:

- What is computer
- How does it work
- Types of computers
- Usage of a computer
- Different types of operating systems
- Programs or applications of operating system
- Different features and functions within the operating system

iii. Office Program

(a) Word Processing

Content

- Creating and saving files
- Typing (basics)
- Selecting of a letter/word/sentence and making desired changes
- Introduction to the menu bar and all of its features
- Shortcuts
- Proofreading (spell/grammar check)
- Working with tables (creating, editing, adding/removing row/column)
- Alignment options
- Coloring, watermarking
- Printing

(b) Spreadsheet

Content

- Introduction to worksheet and excel
- Creating a worksheet and saving it
- Introduction to different features available (overview of menu bar)
- Formatting options
- Different calculations
- Different formulas
- Printing worksheets
- Real life uses of worksheets (expense calculation, etc.)

(c) Presentation files

content

- Introduction to presentation, and PowerPoint

- Creating a presentation using power point
- Slide designing
- Theme set , slide show and slide show setup
- Animation in PowerPoint
- Using multimedia in presentations
- Adding notes
- Shapes
- Running a PowerPoint show

iii. **Software**

- Contents:

- Introduction to the concept of software
- Installing/uninstalling a software
- Internet Browsers
- Antivirus programs
- Media players

iv. **Internet**

- Contents:

- Introduction to the concept of internet
- How to connect online
- Benefits and usage of internet
- Internet browsers
 - d) Features
 - e) Menus
 - f) Shortcuts
- Web pages, URL, websites
- Search engines
- Local websites – government sites, etc.
- Introduction to Email communication
- Creating an email account
- Options within Email accounts, security features
- Sending, receiving, replying, and deleting emails
- Using internet / search engines / email tools from mobile phone
- Introduction to social media

- Uploading/downloading media contents
- Cyber security – how to stay safe
- Dos and don'ts of internet

v. **Communication:** Online and Business

Content

- Review of email communications
- Introduction to internet procedures/protocol
- Contacting someone via email, social media, and messengers

vi. **Multimedia**

Contents:

- Introduction to Multimedia
- Different multimedia devices
- Different media player programs
- Multimedia available online (i.e. YouTube)

C. Education Management and leadership

i. Leadership

- What is Leadership
- Why leadership
- Who is the leader
- Core competencies of effective leadership
- Leadership in education

ii. Management

- What is management
- Why management
- Principles of Management
- Difference between Leadership and management

iii. Leadership and management in Education

3.0 CPD Activities

There are many types of training that can provide relevant, accessible, cost effective and sustainable CPD. Methods suggested should be of low cost, and be time conscious so that the Education Officer is not overburdened. The following are the suggested activities:

- Traditional training model
- Coaching

- Online Training (e-learning)
- Presentations
- Volunteering
- Mentoring
- Attending District Education Meetings
- Being selected to be a TOT
- To supervise teachers and other non-teaching staff e.g. CTAS
- To complete a significant INSET

Some examples of good no training practices, most of which are informal, include:

- Documented, self-directed study;
- Attendance at conferences and/or education exhibitions;
- Training seminars, technical presentations, talks;
- Membership in technical, professional, or managerial associations; and
- Attendance at meetings of technical, professionals.

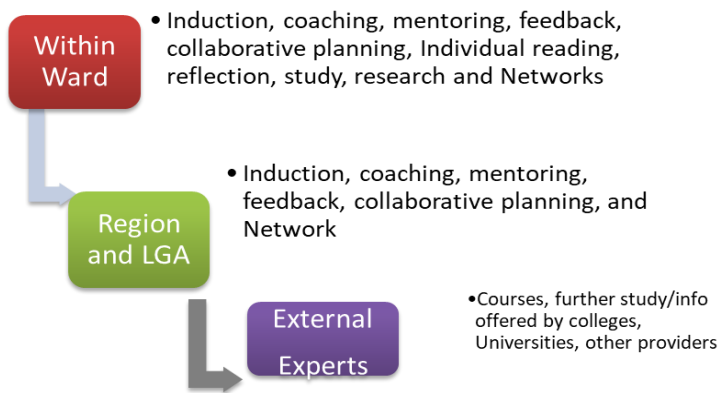
2. Information Communication and Technology

In this are

3.

4.0 CPD Settings

The CPD can take place in different locations, according to the nature of the desired learning outcome and methods. Some of the CPD activities could be initiated by the WEO him/herself and these can be done anywhere, depending on the training provider. Others can take place at the ward level as a community of learning sessions. The main CPD trainings will be provided by the SQAs at the LGA setting.



How it will be conducted, where and by whom

The trainings will be conducted mainly by the District School Quality Assures, DEOs and others depending on the need and the area of focus.

The CPD training or activities will mainly take place during the monthly meetings, structured events and other informal events.

Different stakeholders will provide the CPD training to WEO after being approved by the Ministry (SQAD)

4.1 Procedures, Resources, And Assessment of CPD

Getting Started

The WEO should follow CPD cycle the following procedures; -

- i. Develop a personal learning plan;
- ii. Fill application form;
- iii. Accept the training enrolment; and
- iv. Fill the CPD progress form;

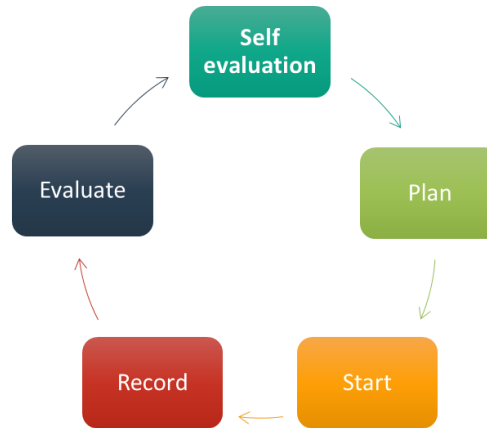
4.2 Cost and Resources

The CPD activities are cost effective to allow more WEO to attend. There are some of the activities which the cost will be paid by the organisers, and some of the activities will be paid by the WEOs themselves.

All WEOs will be requested to complete a Joining form (Annex 1), This provides a baseline, indicating the WEOs qualifications, experience and professional training received to date.

4.3 Self-Evaluation

Each applicant should complete a self -evaluation form, Annex 3, These self-evaluation forms will keep a record of the WEO's Individual Continuous Professional Development. The Ward Education Officer will also receive a certificate after completing the training course



Self-evaluation circle

4.4 Application procedures

The Ward Education Officer will be required to apply using Annex 2 for the CPD to the Chief District Quality Assurer, after approval from the District Education Office. This will help the SQA to plan for and documentation on the number of WEO registered and enrolled for that particular year.

The Application will be sent and received in two phases per year.

Phase I 1st January – 20th February

Phase II 1st July – 20th August

The names of successful applicants will be released in the 28th of February and 30th August of each year.

4.5 Admission criteria

The following are the admission criteria. The applicant:

- Is a Ward Education Officer designated by official letter?
- Has never received the same training course for that year
- Has basic computer skills
- Has a personal motivation to learn?

- Keeps records of the Continuing Professional Development he/she has received
- Provides information on the CPD progress to the employer at the end of the year
- Demonstrates changes in performance after receiving Continuing Professional Development.

SECTION 3

5.0 MONITORING AND EVALUATION AND REPORTING

The Quality Assurance Officers will monitor the WEO progress during the Monthly education meetings, one on one sessions and during a school visits

5.1 WEO Personal assessment

The Ward Education Officer will have to evaluate his/her ability to perform her/his responsibilities which include:

- Oversee pupils' performance by
 - Establish and maintain linkages with the LGAs,
 - Coaching and mentoring teachers and HoS/HT's and
 - Consistently enhancing advocacy on community engagement on matters pertaining to supervision activities in schools at ward level.

Personal assessment will be done periodically while taking CPD activities

The WEO needs to track and keep a daily record of developments to show sustainable progress. The Ward Education Officer needs to choose training that leads to successful and improved implementing of his/her job. It is imperative for WEO to have clear learning objectives which will be attached to the application letter.

5.2 Evaluation and Review of the WEOs CPD

The SQAD will evaluate the program implementation annually. This review will look at the

- Responsiveness of Ward Education Officer in learning
- Achievement of the CPD plan. Are the goals achieved?
- Behavior and conduct of the Ward Education Officer.
- Overall performance of the Ward Education Officer's.
- Have the Pupils' results, teaching and Learning improved?

5.3 Reporting

The WEO will report his/her progress through the CPD progress form which is filled at the end of any CPD activity taken.

The SQA will inform and disseminate the CPD activities taken throughout the year through their annual reports, monthly meetings and other related forums. The SQA will explain in detail what extent the DSQAOs supported/ facilitated the CPD in their LGA, and what plan for the coming year.

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Appendix:

F1

Annex 1. PERSONAL DEVELOPMENT PLAN FORM

Region----- District-----Ward-----

PERSONAL PARTICULARS

Name: _____ Sex: F/M Age _____

Phone: _____ Email _____

PERSONAL DEVELOPMENT PLAN				
Timescale Development area/objectives	Development area/objectives	Planned development activity	Target date	Expected outcomes
Short term <i>To meet short term needs</i>				
Medium term <i>To meet the changing needs of the role, new project, changing job context</i>				
Long term <i>To meet your career goals</i>				

F2.

Annex 1. CONTINUING PROFESSIONAL DEVELOPMENT - JOINING FORM

Region----- District-----Ward-----

1. PERSONAL PARTICULARS

Name: _____ Sex: F/M Age_____

Phone: _____ Email _____

2. TEACHING HISTORY

a) Teaching in Primary school for years/months -----

b) Teaching in Secondary school for years/months -----

c) Teaching in teacher colleges for year/months -----

3. ACADEMIC QUALIFICATIONS (Tick)

(i) Diploma -----

(iii) Masters -----

(ii) Bachelors -----

(iv) Doctorate -----

4. TRAINING PARTICULARS

A. Type of training requested

i) -----

ii) -----

B. Previous training attended

Training attended	Year	Duration	Institution/organiser

5. DECLARATION

I-----Ward Education Officer ----- promise that I will be self-motivated and committed in my learning and will make sure that I use the knowledge/skills gained to improve my effectiveness in work. I commit myself to adhere to all CPD activities rules and procedures.

Applicant's signature ----- Date-----

Approved by: Name-----Title-----Signature-----Date

(District Education Officer)

F3.

Annex 3. CONTINUING PROFESSIONAL DEVELOPMENT

Self-assessment form – to be completed after training

Region----- District-----Ward-----

PERSONAL PARTICULARS

Name: _____ Sex: F/M Age_____

Phone: _____ Email _____

Date of the CPD activity	Title of the CPD activity	Description of the activity <i>(what kind of the activity e.g. conference, volunteer etc.)</i>	Learning Outcome <i>(lessons learnt and improved knowledge and skills)</i>	Impact at work <i>(what difference to your skills/knowledge?)</i>

i. A proof from training provider

Name----- Institution-----

Signature----- Date-----

F4.

Annex 3. ADMISSION FORM

Region----- District-----Ward-----

Dear

REF: DECLARATION FOR ADMISSION

The department of Quality Assurance of schools is pleased to let you know that you have been selected to join the Continuing Professional Development program in;

1. -----Start Date -----End Date -----

2. -----Start Date -----End Date -----

3. -----Start Date -----End Date -----

Throughout the training period you will need to observe the training regulations and procedures and record your progress.

You are asked to accept / refuse to join this training in writing within two weeks upon receipt of this letter.

Congratulations

Name ----- Signature----- Date-----

District Chief Quality Assurer