

Summary report on the establishment of “Certification standards” for Basic Education Teachers in ECOWAS Countries

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Introduction

The demographic boom in Africa over the past few decades has led to a significant increase in education needs. Countries have reduced the shortage of teachers by developing the training of student teachers and massively recruiting persons without qualification. The quality of education is currently poorer, especially as working conditions are difficult with very large classes and an unfavourable socio-economic environment.

Despite efforts to increase the number of qualified teachers through renovated initial training, it is necessary to envisage developing the teacher qualification process beyond the student-teachers who will assume duty in the very near future.

Accordingly, a teacher qualifications framework project has been put in place for ECOWAS countries at the initiative of UNESCO Dakar Office¹. The framework to be developed is based on the principle of regulating teacher professionalization processes by introducing specific certification standards that are based on educational levels and can be fulfilled through continuing education and validation of the experience of teachers who are already on the job but do not hold the required qualification. Under no circumstances will these qualifications replace certificates awarded for access to the public service. However, it seems obvious that a link should be created between the current mechanism and these new qualifications to effectively enhance the quality of teaching in all the countries.

Project Phases

This project began in June 2012 with an exploration of practices from English-speaking countries, in particular. It highlighted significant differences between their approaches and those of French-speaking countries. In the next phase, French-speaking countries reflected on a specific methodology for a common approach and the inclusion of the current new guidelines on Extended Basic Education (EBE).

¹ Key coordination partners of this initiative are the International Task Force on Teachers, OIF/AUF/IFADEM, CONFEMEN, AFTRA, Education International and the following UNESCO Units and institute : UNESCO Abuja Office, UNESCO- IICBA

The methodology introduced in July 2013 is based on the principle of a qualification to certify the mastery of "competences" required to exercise the teaching profession. This objective therefore calls for a description of the teaching activity, as well as the quality standards of the teaching profession. To that end, the work will focus on 4 strategic pillars:

- The preparation of an activities and competences standard;
- The preparation of a certification standard;
- The development of an evaluation system through validation of acquired experience;
- The development of a continuous training programmes and educational resources.

All these actions are based on an iterative process involving working groups of 9 volunteer ECOWAS countries (Benin, Burkina Faso, Cote d'Ivoire, Gambia, Guinea, Niger, Nigeria, Senegal and Togo) and regional monitoring allowing for ownership of the methodology and pooling of results. The summary of these results constitutes the "professional standard" for the future "teacher qualification framework" for the ECOWAS region. Each country will refer to it to develop its own national framework. The qualification framework allows for better transparency of qualifications (that is to say, visibility and readability of qualifications, their content and their value on the labour market and in education and training systems). Compliance with the regional framework will provide teachers with opportunities for career development at national level and mobility within the region. Bringing together the various aspects of the standard (certification standard, training standard, etc.) and resources will support training.

Preparation of an activities and competences standard

The design of the activities and competences standard is based on the work of national groups. Each national group proposed its perception of a teacher who works in a basic education cycle. These perceptions were captured in a matrix (common to all national groups) which lists the main activities (key activities) and the "competences" required for performing them.

The exercise was difficult because the work to be done on teachers' professionalization usually focuses on the production of a training program based on the identification of "cognitive skills" to be transmitted. However, the aim of this matrix is to present the "portrait" of a "typical" teacher through his/her activities rather than through the academic content to be mastered. A summary description of these nine (9) teacher perceptions was prepared in July 2014 to serve as a common activities and competences standard (see Annex 1).

During the finalization of this standard, there was heated debate on stabilizing the terms that describe actions as tasks and as "competences". The structure of the standard centred around four (4) main activities based on a consensus during the regional workshop of July 2015, but the division into tasks turned out to be more difficult because for some persons the tasks could be considered more as "sub-tasks", while for others a task covers several sub-tasks. Furthermore, it is still necessary to distinguish between tasks that are professional and tasks

that stem from the personal actions of some teachers (this applies mainly to some aspects of Area of intervention 4, Activity 2: Self-directed professional development.)

Preparation of the Certification Standard

The same process was followed in preparing the certification standard. Each national group proposed aspects that will be evaluated on the basis of another common matrix. Each competence identified in the activity standard was then divided into knowledge, know-how and "self-management skills" (or interpersonal skills). In addition, the groups were requested to define assessment criteria and evaluation support indicators. Again, the exercise turned out to be very difficult. Indeed, competences assessment requires a comprehensive view of all achievements in combination, that is to say bringing together knowledge, know-how and self-management skills/interpersonal skills.

The workshop held in July 2015 with the nine (9) pilot countries also reached the consensus that it is preferable to work on a *single qualification level for basic education teachers* because, while all the countries in the region have embarked on reforms to offer a 9-12 year Universal Basic Education Cycle for all children,² not all national legislations have been finalized and national strategies do not progress at the same pace. Working on a common qualification for entry level into the profession is a more realistic objective. Other common qualification levels could be developed later when reforms are well advanced in all ECOWAS countries.

The qualification to be created will be the *entry level into the teaching profession*. It will have *two options or specialities* to take into account the various competences required at each of the two sub-cycles of the basic education cycle: (i) a "preschool and primary school teacher" option; and (ii) a "lower secondary school teacher" option.

A finalized version of the division of competences under three (3) descriptors was produced at the beginning of 2016 with details of the assessment criteria and indicators for each competence.

It should be noted here, that while some activities are common to both options the required knowledge, know-how and attitude to perform them may differ from one Option to another. These differences will necessarily impact on assessment criteria but not on the qualification level. An illustration of this is the descriptors used in the Certification standard (Annexe 2- Certification standards) under teachers Areas of intervention 1 and 2 (Lesson Preparation and Course delivery). The descriptors are adapted to the corresponding school cycles. In the current draft Certification Standard, the last two areas of intervention of teachers (Areas 3 on Assessment of learning and 4 on Extra-curricular Activities) do not require any distinction between the competence descriptors. This principle could be challenged when work on Extended Basic education (EBE) is far advanced in countries where it is being established.

²This trend was recognized worldwide as the way to go and is clearly reiterated in Target 4.1 of the 2030 Education Action Framework (Sustainable Development Goal No. 4).

Two key components still need to be prepared: assessment modalities by activity and rating principles for the award of certification. The modalities could be presented in the form of tests with several competence indicators. It is also possible to envisage several tests covering the same activity so as to seek demonstration of all knowledge, know-how and interpersonal skills for performing it in terms of the requirement criteria specified in the certification standard.

Furthermore, specific attention will be given to the principle of an assessment conducted after or during training or by validation of acquired experience (VAE). It is likely that the same evidence of mastery of competences will be required regardless of how they are acquired.

Conclusion

At this stage of the work, it seemed necessary to call on other experts and get their opinions on the results obtained. The approach and objectives are indeed quite new within the African context. It is much more usual to design initial training standards for future teachers than professionalization processes for teachers already on the job. Using a certification standards design approach developed jointly with stakeholders requires ownership over a long period since they are numerous.

The principle of regulating teaching quality on the basis of a specific professional certification of education professionals challenges the principles of their recruitment and career management. So far, this is based on the rules of a public service which allows for only one professional career path involving a qualification system at the end of initial training. Diversification of career paths requires ways of recognizing equivalent qualification that only a political decision at the highest level of the State can implement. Debates suggest the possibility of a technical process based on existing qualification procedures under the responsibility of a Ministry (usually the Ministry of Education, which also employs teachers). However, what remains to be done is to convince national authorities' to bring about changes in their practices.

ANNEX 1: Standard of common Key Activities and Required Competences (Validated in November 2014 and finalized in July 2015)

Key Activities by Area of intervention	Required Common Competences
Area 1: Lesson Preparation	
Activity 1: Ownership of official texts and instructions for the level of the lesson to be taught.	<p>1.1.1 Identify the regulatory texts and programs for the lesson taught, based on websites, pedagogical guides and other sources</p> <p>1.1.2 Master the official sites and media with guidelines and regulations on pre-school and primary school cycles at national level</p> <p>1.1.3 Identify official programs and timetables concerning the level of lessons to be taught through documentary research</p> <p>1.1.4 Use opportunities offered by ICTs to obtain documentation, as well as prepare and improve their lessons.</p>
Activity 2: Planning of teaching/learning	<p>1.2.1 Analyse the logic of programs, and propose activities in light of available resources and the local context and based on the texts and pupils' conceptual level</p> <p>1.2.2 Structure the content of programs in line with pupils' learning pace throughout the school year and regulatory texts for the level of the lesson</p> <p>1.2.3 Organize monthly, weekly and daily timetables taking into account the relevant audiences and their environment in the institution and outside.</p>
Activity3: Development of a pedagogical sequence based on objectives to be achieved. (Written preparation which makes reference to the development of a pedagogical sequence based on objectives to be achieved)	<p>1.3.1 Choose a teaching approach or method suitable for the lesson taught as well as the pupils' context and level, using appropriate textbooks</p> <p>1.3.2 Prepare a pedagogical map for the various lessons per discipline, indicating the learning objectives, methods, resources used and envisaged assessments</p>

	<p>1.3.3 Benefit from opportunities offered by ICTs to improve lesson preparation</p> <p>1.3.4 Use national languages in preparing pedagogical sequences</p>
Activity 4: Material and pedagogical preparation for the class	<p>1.4.1 Select relevant resources to be used depending on the learners and the discipline</p> <p>1.4.2 Install in the class the teaching materials and aids that will be used for the lesson and ensure that the teaching materials and aids are in good working order</p> <p>1.4.3 Organize sitting positions in class to meet learners' characteristics and nature of topic / Arrange the class in light of the work to be done by the pupils, as well as the teaching materials and method used.</p>
Area 2: Conduct of lessons	
Activity 1: Getting started with the class and initiation of the teaching/learning situation	<p>2.1.1 Motivate the pupils</p> <p>2.1.2 Use diagnostic and predictive assessments</p> <p>2.1.3 Create a problem situation and manage pupils' perceptions and views in relation to the learning situation and based on the initial situation</p> <p>2.1.4 Use national languages in class to facilitate learning</p> <p><i>2.1.5 Use ICTs to facilitate learning in line with their objectives</i></p>
Activity 2: Implementation of teaching/learning situations	<p>2.2.1 Create and implement learning situations for pupils concerning the proposed educational content</p> <p>2.2.2 Use appropriate teaching materials and aids to achieve the lesson objectives</p> <p>2.2.3 Develop and sequence activities relevant to the topic; guide learners through the activities to make it learner-centred</p>

	<p>2.2.4 Demonstrate appropriate language skills; use appropriate level of language; use effective verbal and non-verbal, and appropriate subject language</p> <p>2.2.5 Manage the learning time properly and attach importance to communication and interactions with and between the pupils</p> <p>2.2.6 Engage pupils in group and research activities and in knowledge building projects</p>
Activity 3: Back to teaching/learning activities	<p>2.3.1 Summary of lesson (Apply summary techniques, etc.)</p> <p>2.3.2 Assess the day's lesson</p>
Area 3: Assessment of learning	
Activity 1: Design and conduct of an assessment test corresponding to the diagnostic function	3.1.1 Prepare and administer a learning diagnostic assessment
Activity 2: Organization and conduct of a formative assessment	<p>3.2.1 Apply formative assessment techniques: Relate assessment to lesson objectives; Prepare and administer assessment tools; Analyse pupils' results and diagnose learning difficulties</p> <p>3.2.2 Conduct "remedial activities"</p> <p>3.2.3 Use ICTs to facilitate assessments in line with their objectives</p>
Activity 3: Design and conduct of a summative assessment test	3.3.1 Relate assessment to lesson topic and determine relevant practical projects, test items and take-home assignments.

Area 4: Extra-curricular Activities	
Activity 1: Overall development of the learner	<p>4.1.1 Organize sports, cultural, artistic and production activities</p> <p>4.1.2 Develop society integration strategies to participate in solving community problems</p> <p>4.1.3 Supervise farm and garden activities by students and manage farm tools</p> <p>4.1.4 Understand safety imperatives and possess skills in safety maintenance and emergency management; have a good knowledge of security education</p> <p>4.1.5 Demonstrate skills in religious diversity and tolerance; regulate religious activities in accordance with school rules</p> <p>4.1.6 Possess good knowledge of health education and first aid; have skills in administration of first aid; sensitize and guide learners toward healthy living</p>
Activity 2: Take charge of personal career development	<p>4.2.1 Be open to analysis and improvement of professional practices</p> <p>4.2.2 Stay abreast of developments in the school environment and the profession</p> <p>4.2.3 Prepare a personal career development plan</p> <p>4.2.4 Participate in professional development activities</p> <p>4.2.5 Accept responsibilities, if need be, in assisting young teachers.</p> <p>4.2.6 Know and obey the professional code of ethics in teaching</p>



Annex 2 - Draft Certification standard for Basic Education Teachers in ECOWAS countries

A - Basic Education Teachers' Certificate –“*Preschool and Primary School Option*”

(Areas of intervention 1 and 2)

Area 1: Lesson Preparation			
Key Activity 1: Ownership of official texts and instructions for the level of the lesson to be taught			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
1.1.1: Identify the regulatory texts and programs for the lesson taught, based on websites, pedagogical guides and other sources so as to design a program adapted to the lesson taught and the age of learners	<p><u>Knowledge:</u> Knowledge of the type and content of official regulations and instructions for preschool and primary education</p> <p>Knowledge of bibliographical sources and consultation sites for official texts, media and specialized pedagogical guides for preschool and school lessons.</p> <p><u>Know-how:</u> Identify guidelines and regulations for the lesson to be taught</p> <p><u>Interpersonal Skills:</u> Rigour in research and data update</p>	<p>Relevance of programs developed in terms of the teaching cycle and underlying official texts</p> <p>Compliance with the content of school programs taking into account socio-cultural realities.</p>	<p>Timetables and envisaged progress in teaching,</p> <p>Official references used</p>

1.1.2: Master official sites and media for guidelines and regulations for preschool and primary schools at national level	<p>Knowledge: Knowledge of internet browsing systems and text processing software</p> <p>Know-how: Use of IT tools to search and collect data on search websites</p> <p>Interpersonal Skills: Rigour in the use of tools and exploration of all sites</p>	<p>Accuracy of the regulations used</p> <p>Mastery of techniques for data search and collection on the IT tool</p>	<p>Documentation and digital resources used</p>
1.1.3: Identify official programs and timetables concerning the lesson to be taught through documentary research so as to prepare a draft timetable and program content for one year	<p>Knowledge: Knowledge of the structure of pre-school and primary education cycles, and their purpose for cognitive, psychomotor and psychosocial development.</p> <p>Knowledge of progress of programs over the school year</p> <p>Know-how: Prepare a timetable and progress schedule over one school year per cycle</p> <p>Interpersonal Skill: Compliance with current programs and timetables</p>	<p>Compliance with content progress of program documents</p> <p>Compliance with guidelines and regulations</p> <p>Relevance of envisaged pedagogical projects with respect to learners' environment and collective life development</p>	<p>Monthly breakdown of the program and progress in teaching</p> <p>Program booklet</p> <p>Division of the year</p> <p>List of official orders and notes</p>
1.1.4: Use opportunities offered by ICTs to obtain documents on lesson aids so as to create a teaching documentary base and examples of pedagogical methodologies	<p>Knowledge: Knowledge of main pedagogical practices used in preschool and school education</p> <p>Know-how: Create a documentary base for practices and aids for preschool and school cycles</p> <p>Interpersonal Skills: Openness to diversity of practices through technology awareness</p>	<p>Relevance of documentation collected, accessible and updated</p> <p>Diversity of teaching resources appropriate for the education cycle offered</p>	<p>Documentary resources, teaching aids, and bibliographies used by the teacher</p>
Activity 2: Planning of teaching/learning			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
1.2.1: Analyse the logic of	Knowledge: Mastery of content progress	Compliance with progress	Monthly breakdown of lessons

programs, and propose activities in light of available resources and the local context and based on the texts and pupils' conceptual level	<p>Know-how: Ability to prepare card matrices (outlines) and adapt pedagogical activities to available resources taking into account interdisciplinary</p> <p>Interpersonal Skills: Compliance with progress in the teaching of notions</p>	<p>in notions to be taught</p> <p>Consistency and complementarity of disciplines to be taught</p> <p>Compliance with standards in the preparation of pedagogical maps</p>	
1.2.2: Structure the content of programs in line with the pupils' learning pace throughout the school year and regulatory texts for the level of the lesson	<p>Knowledge: Mastery of the logic of progress of a lesson and patterns of a pedagogical map</p> <p>Know-how: Ability to structure the content of programs in line with the pupils' learning pace throughout the school year and regulatory texts</p> <p>Interpersonal Skills: Consideration of child psychology and teaching of disciplines</p>	<p>Relevance of the approach proposed for learning the disciplines and teaching aids</p> <p>Compliance with the breakdown and schedule</p>	<p>Statutory postings (annual, term, and monthly timetables or charts) in the class with sources</p> <p>Existence of monthly breakdowns and daily workbooks</p>
1.2.3: Organize monthly, weekly and daily timetables taking into account the relevant audiences and their environment in the institution and outside	<p>Knowledge: Good knowledge of timetable requirements and content.</p> <p>Know-how: Ability to adapt the official program content breakdown to the realities of the school and socio-cultural environment of learners, and organize study outings</p> <p>Interpersonal Skills: Compliance with established schedules</p>	<p>Regularity in filling daily workbooks</p> <p>Regular submission of daily workbooks for endorsement</p> <p>Organization of study outings</p> <p>Compliance of timetable with official instructions</p>	<p>Existence of monthly, weekly and daily timetables</p> <p>Existence of daily workbook with endorsements</p> <p>Study outings programs</p>
Activity 3: Development of a pedagogical sequence based on objectives to be achieved (Written preparation which makes reference to the development of a pedagogical sequence based on objectives to be achieved)			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators

<p>1.3.1: Choose a teaching approach or method suitable for the lesson taught as well as the pupils' context and level, using appropriate textbooks</p>	<p><u>Knowledge:</u> Master teaching/learning methods</p> <p><u>Know-how:</u> Ability to discuss other methods and approaches appropriate for the class, propose activities contained in textbooks, and provide for substitute activities in line with the pupils' level</p> <p><u>Interpersonal Skills:</u> Compliance with a methodological approach, due regard for Official Instructions and pedagogical remarks by teaching staff</p>	<p>Relevance of pedagogical methods used</p> <p>Harmony of pedagogical activities with the progress of lessons</p>	<p>The pedagogical methods used are mentioned on the pedagogical map</p> <p>The appropriate pedagogical approaches are used</p> <p>Pedagogical activities are scheduled in the daily work0book, with pedagogical remarks</p>
<p>1.3.2: Prepare a pedagogical map for the various lessons per discipline, indicating the learning objectives, methods, resources used and envisaged assessments</p>	<p><u>Knowledge:</u> Ability to use pedagogical knowledge and knowledge of the discipline to teach, and general knowledge in simple, routine and predictable teaching-learning situations, with or without the support of colleagues from the primary cycle. Good knowledge of child psychology and educational psychology.</p> <p><u>Know-how:</u> Demonstration of a good knowledge of patterns on a readable pedagogical map, various lessons to be taught per discipline, indicating the methods, resources used and envisaged assessments. Ability to write clear, precise and concise instructions.</p> <p><u>Interpersonal Skills:</u> Compliance with the methodological approaches of the various disciplines</p>	<p>Quality of pedagogical maps presented</p> <p>Compliance of pedagogical maps with current norms and standards</p> <p>Respect for pupils' psychological characteristics</p> <p>Relevance of assessment tools on pedagogical maps</p>	<p>Available lesson preparation workbooks or sheets.</p> <p>The teacher developed operational objectives, chose a didactic strategy, teaching material and resources in line with the course content and the context of the pupils concerned, provided for assessments.</p>
<p>1.3.3: Benefit from opportunities offered by ICTs to improve lesson preparation</p>	<p><u>Knowledge:</u> Adequate knowledge to have access to basic functions: text processing-mail, and internet browsing.</p>	<p>Relevance of digital information to current official programs and</p>	<p>Basic functionalities for Internet browsing are identified and used</p>

	<p>Know-how: Ability to use a browser to access the Internet, locate a web page and use digital information that can enhance lesson preparation</p> <p>Interpersonal Skills: Awareness of opportunities offered by ICTs to improve lessons</p>	instructions	<p>Hyperlinks and interactive areas in a web page are identified correctly</p> <p>The teacher has digital information to enhance lesson preparation</p>
1.3.4: Use national languages in preparing pedagogical sequences	<p>Knowledge: Written and oral mastery of national languages</p> <p>Know-how: Ability to use national languages in preparing pedagogical sequences</p> <p>Interpersonal Skills: Compliance with the rules of the language used</p>	Efficient use of the language	Pedagogical maps with sequences written in national language
Activity 4: Material and pedagogic preparation for the class			
Common competences required	Competences Descriptors	Performance Criteria	Performance Indicators
1.4.1 Select relevant resources to be used depending on the learners and the discipline	<p>Knowledge: Mastery of resources to be used (images, texts, maps, sketches, diagrams, etc.)</p> <p>Know-how: Ability to collect resources to be used (images, texts, maps, sketches, diagrams, etc.), make teaching materials and aids, and keep the resources, if necessary</p> <p>Interpersonal Skills: Adherence to the principles of collaboration with colleagues in making and preserving pedagogical resources</p>	<p>Relevance of resources collected or made</p> <p>Collective production of resources and materials</p>	<p>The resources and materials to be used are available</p> <p>The resources and materials are well kept</p>

1.4.2: Install in class the teaching materials and aids that will be used for the lesson, and ensure that the teaching materials and aids are in good working order	<p>Knowledge: Good knowledge of the type of teaching materials and aids</p> <p>Know-how: Demonstration of good layout and use of teaching materials and aids in terms of their nature, the size of the class, as well as the activity and the teaching materials and aids tested beforehand</p> <p>Interpersonal Skills: Compliance with the principle of the teaching materials and aids</p>	Appropriate layout and safe materials	Materials available and properly installed
1.4.3: Arrange the class in light of the work to be done by the pupils, as well as the teaching materials and method used.	<p>Knowledge: Good knowledge of the use of class space</p> <p>Know-how: Ability to arrange the classroom in light of the activity to be carried out, the existing materials, and the pedagogical method used.</p> <p>Interpersonal Skills: Adherence and stimulation of the principle of collaboration between learners</p>	Appropriate arrangement of pupils in light of the learning activity and pedagogical method used	The teacher arranges the sitting positions of pupils in line with the lesson objectives and environmental factors
Area 2: Conduct of lessons			
Activity 1: Getting started with the class and initiation of the teaching/learning situation			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
2.1.1: Motivate the pupils	<p>Knowledge: Mastery of appropriate motivation techniques</p> <p>Know-how: Demonstration of a wide range of motivation techniques</p> <p>Interpersonal Skills: Empathy to foster motivation of learners</p>	Efficient application of motivation techniques	Varied and appropriate motivation techniques are applied

<p>2.1.2: Use diagnostic or predictive assessments</p>	<p><u>Knowledge:</u> Mastery of diagnostic assessment tools and procedures</p> <p><u>Know-how:</u> Ability to control pre-requisites and pre-acquired knowledge, conduct functional review, and perform an upgrade before the new lesson</p> <p><u>Interpersonal Skills:</u> Adherence to the principle of diagnostic assessment</p>	<p>Consistency between the results of control of the prerequisites/pre-acquired knowledge and the content of the day's lesson</p>	<p>The assessment is conducted</p> <p>The assessment results are used for pedagogical purposes towards the new lesson</p>
<p>2.1.3: Create a problem situation and manage the pupils' perceptions and views in relation to the learning situation and based on the initial situation</p>	<p><u>Knowledge:</u> List of problem situations. Mastery of the management of pupils' perceptions and views on the learning situation and the initial situation</p> <p><u>Know-how:</u> Demonstration of techniques for creating a complex or simple teaching and learning situation and resources to manage them, in particular the sense of responsibility and autonomy, and if necessary, require cooperation with other persons or team work.</p> <p><u>Interpersonal Skills:</u> Enhancement of pupils' products and efforts, and creating an atmosphere of confidence</p>	<p>Relevance of the initial situation</p> <p>Adequate use of the situation with pupils</p> <p>Quality of interaction with learners and between learners</p> <p>Due regard for child psychology</p>	<p>The initial situation is created</p> <p>Pupils' perceptions and views are properly managed</p> <p>The teacher adjusts guidelines to the level (low/high) of learners' perceptions.</p> <p>Level of learners' participation in exploring the notions to be assimilated</p>
<p>2.1.4: Use national languages in class to facilitate learning</p>	<p><u>Knowledge:</u> Written and oral mastery of national languages</p> <p><u>Know-how :</u> Ability to use national languages to facilitate learning</p> <p><u>Interpersonal Skills:</u> Compliance with the rules of the language used</p>	<p>Efficient use of the language</p>	<p>Pedagogical maps with sequences written in national language</p>

2.1.5: Use ICTs to facilitate learning in line with their objectives	<p>Knowledge: Knowledge of the PowerPoint application</p> <p>Know-how: Demonstration of adequate mastery of the IT tool to make PowerPoint presentations</p> <p>Interpersonal Skills: Awareness of opportunities offered by ICTs to facilitate learning</p>	Relevance of slides to the learning objectives	The slides used are available
Activity 2: Implementation of teaching/learning situations			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
2.2.1: Create and implement learning situations for pupils concerning the proposed educational content	<p>Knowledge: Mastery of the proposed educational contents, subject and pedagogical knowledge of the content to be taught, and general pedagogical knowledge</p> <p>Know-how : Ability to propose and implement a learning situation for the educational content</p> <p>Interpersonal Skills: Creating an atmosphere of confidence</p>	Quality of the proposed educational content Compliance of the proposed educational content with the current official programs and instructions	The proposed educational content is available
2.2.2: Use appropriate teaching materials and aids to achieve the lesson objectives	<p>Knowledge: Good knowledge of the appropriate teaching materials and aids for the lesson objectives</p> <p>Know-how: Ability to arrange materials and aids in such manner as to facilitate (optimize) their use by pupils, use them in line with the lesson objectives, and guide in using them</p> <p>Interpersonal Skills: Caring for teaching materials and aids</p>	Teaching materials and aids in line with the lesson objectives Judicious use of teaching materials	The teaching materials and aids are available and used wisely. Teaching materials and aids suitable for the content taught
2.2.3: Develop and sequence	Knowledge: Pedagogical resources for learner-	Relevance of activity	Pupils' performance show

activities relevant to the topic, guide learners through the activities to make it learner-centered	centered activities Know-how: Demonstration of good mastery of learning situations and pedagogical relationship Interpersonal Skills: Creating an atmosphere of confidence	sequences Effective learner-centered pedagogical relationship	effectiveness of the pedagogical relationship
2.2.4: Demonstrate appropriate language skills (use appropriate level of language, use effective verbal and non-verbal forms)	Knowledge: Good knowledge of the various language registers and polysemy of words and groups of key words of the lesson Know-how: Ability to adapt the language register to the class level in preparing the pedagogical map and conducting the lesson, as well as to facilitate understanding of the lessons through the use of verbal and non-verbal forms and other aids Interpersonal Skills: Respect for learners in teaching	Correct choice of language register Consistent meaning of words or phrases depending on the class level Compliance with the time allowed for each stage of the lesson	The appropriate language register is used The meaning of words or phrases appropriate for the class level is explained, as well as the grammatical and lexical difficulties identified
2.2.5: Manage the learning time properly and attach importance to communication and interactions with and between the pupils	Knowledge: Management of pupils' learning time Know-how: Demonstration of active pedagogy techniques (organize records, observations and experiences of pupils by pupils, etc.). Ability to foster discussions in groups of pupils, as well as to time the various stages of the lesson Interpersonal Skills: Enhancement of pupils' contributions to the lesson	Compliance with the time allowed for each stage of the lesson Effective discussions in groups Relevance of enhancement techniques	The teacher has: - Pedagogical maps - Timetable - Report on work done - Conclusions of discussions - Lesson summaries
2.2.6: Engage pupils in group and research activities, as well as in	Knowledge: Knowledge of class management,	Formation of groups based on objective criteria	Pupils' works exist Projects are implemented

knowledge building projects	<p>group dynamics, and its operating rules</p> <p>Know-how: Demonstration of techniques for forming pupil groups and managing pupils' independent work. Mastery of language for giving work instructions. Efforts to encourage exchange of work, materials and documents between pupils in class and school projects</p> <p>Interpersonal Skills: Respect for pupils' work and points of view</p>	<p>Effective interactions</p> <p>Pupils' acceptance of exchange of work, materials and documents</p> <p>Relevance of class and school projects</p>	<p>Discussions with the community were productive and the related reports archived</p>
Activity 3: Back to teaching/learning activities			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
2.3.1: Apply summary techniques	<p>Knowledge: Good knowledge of assessment, summary and synthesis techniques.</p> <p>Know-how: Ability to apply summary techniques, carry out objectification, assessment and projection activities. Mastery of metacognitive activities to achieve transformation of knowledge into skills. Ability to help pupils to transfer/contextualize acquired knowledge</p> <p>Interpersonal Skills: Enhancement of pupils' work</p>	<p>Adequacy of summary or synthesis techniques for the lesson objectives</p> <p>Relevance of feedback and projection activities</p> <p>Matching of metacognitive procedures and various types of knowledge (declarative, procedural, and conditional).</p> <p>Compliance with lesson summary techniques</p>	<p>Summary or synthesis techniques are used.</p> <p>Summaries are written in collaboration with the learners.</p> <p>The lesson is assessed, and emphasis is laid on success aspects and areas for improvement</p>
2.3.2: Assess the day's lesson	<p>Knowledge: Knowledge of principles for assessing the day's lesson</p> <p>Know-how: Ability to use assessment to take stock</p> <p>Interpersonal Skills: Compliance with the principles of assessing the day's lesson</p>	<p>Relevance of lesson assessment approaches</p> <p>Effective feedback</p> <p>Relevance of remarks, and integration and transfer activities</p>	<p>Remedial exercises are envisaged</p> <p>Remarks are noted</p>

		Compliance with principles of lesson assessment	
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B - Basic Education Teachers' Certificate – “*First cycle of secondary school Option*”

(Areas of intervention 1 and 2)

Area 1: Lesson Preparation			
Key Activity 1: Ownership of official texts and instructions for the discipline(s) to be taught and the levels concerned			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
1.1.1: Identify the regulatory texts and programs for the discipline(s) to be taught and for the relevant levels based on websites, teaching guides and other sources	<p><u>Knowledge:</u> Ability to identify the official program, the official instructions, textbooks and guides for the lesson to be taught, based on websites, teaching guides and other sources</p> <p><u>Know-how:</u> Use of IT tool to have access to the content of websites and carry out research and demonstrate mastery of the discipline(s) to be taught</p> <p><u>Interpersonal Skills:</u> Compliance with the current regulations and programs</p>	<p>Relevance of official texts, instructions and programs identified for the teaching of disciplines, with their references</p> <p>Compliance with prescribed standards</p> <p>Research activities conducted by the teacher comply with the action-research process</p>	<p>Official texts and programs are available for each discipline and at every level</p> <p>Research daily workbook available with accurate and relevant information</p>
1.1.2: Master the official sources and websites for guidelines and regulations for post-primary education at national level	<p><u>Knowledge:</u> Good knowledge of official sources and websites to be used</p> <p><u>Know-how:</u> Identify the guidelines and regulations, and use them</p> <p><u>Interpersonal Skills:</u> Interest in renovating teaching of the discipline</p>	<p>Knowledge and compliance with the guidelines and regulations</p> <p>Level of commitment to apply the regulations, and innovate</p>	<p>The teacher has evidence of innovation</p>
1.1.3: Use opportunities offered by ICTs to obtain documents	<p><u>Knowledge:</u> Practical knowledge of a computer and basic functions to use it</p> <p><u>Know-how:</u> Use of IT tool to obtain documents</p> <p><u>Interpersonal Skills:</u> Awareness of</p>	<p>Judicious use of ICTs</p>	<p>The teacher has documents from the IT tool</p>

	opportunities offered by ICTs to obtain documents		
Activity 2: Planning of teaching/learning			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
1.2.1: Analyse the logic of programs, and propose activities in light of available resources and the local context, and based on the texts and pupils' conceptual level	<p>Knowledge: Mastery of progress of the content</p> <p>Know-how: Ability to prepare card matrices (outlines) and adapt pedagogical activities to available resources taking into account the specific teaching aspects of the discipline(s).</p> <p>Interpersonal Skills: Compliance with progress in the teaching of notions</p>	<p>Compliance with progress in notions to be taught</p> <p>Consistency and complementarity of disciplines to be taught</p> <p>Compliance with standards in preparing pedagogical maps</p>	Monthly breakdown of lessons
1.2.2: Structure the content of programs in line with the pupils' learning pace throughout the school year and the regulatory texts for the level of the lesson	<p>Knowledge: Mastery of knowledge to teach and epistemology of the corresponding discipline The logic of progress of a lesson and patterns of a pedagogical map</p> <p>Know-how: Ability to define a strategy for structuring themes of the program and content</p> <p>Interpersonal Skills: Due regard for adolescent psychology and teaching of the disciplines</p>	<p>Relevance of the approach proposed for learning of disciplines and teaching aids</p> <p>Compliance with breakdown and schedule</p>	A detailed work plan with the logical sequence of lessons is available
1.2.3: Organize monthly, weekly and daily timetables taking into account the relevant audiences and their environment in the institution and outside.	<p>Knowledge: Good knowledge of timetable requirements and content.</p> <p>Know-how: Ability to adapt the official program content breakdown to the realities of the school and socio-cultural environment of</p>	<p>Regularity in filling daily workbooks</p> <p>Regular submission of daily workbooks for endorsement</p> <p>Organization of extra-</p>	<p>Existence of monthly, weekly and daily timetables</p> <p>Existence of daily workbook with endorsements</p>

	learners, and organize extra-curricular activities or study outings Interpersonal Skills: Compliance with established schedules	curricular activities or study outings. Compliance of timetable with official instructions	Programs for extra-curricular activities and study outings
Activity 3: Development of a pedagogical sequence based on objectives to be achieved (Written preparation which makes reference to the development of a pedagogical sequence based on objectives to be achieved)			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
1.3.1: Choose a teaching approach or method suitable for the discipline taught, as well as the pupils' context and level of knowledge, using appropriate textbooks	Knowledge: Use of theoretical knowledge/ good knowledge of varied and appropriate teaching approaches Know-how: Ability to discuss other appropriate methods and approaches in the classroom, propose activities in the manuals, and provide for alternative or supplementary activities according to the pupils' level. Interpersonal Skills: Compliance with a methodological approach, and due regard for official instructions and pedagogical remarks by senior staff	Compliance of pedagogical methods and activities with the type of knowledge to be taught and with the principles of progress of knowledge	Accuracy of teaching methods used on the pedagogical map Appropriate teaching approaches implemented Pedagogical activities scheduled in the daily workbook
1.3.2: Prepare a pedagogical map for the various lessons per discipline, indicating the methods, resources used and envisaged assessments	Knowledge: Ability to use pedagogical knowledge and knowledge of the discipline to teach, and general pedagogical knowledge in simple, routine and predictable teaching-learning situations, with or without the support of colleagues from the secondary cycle. Good knowledge of the teaching language, adolescent psychology and educational psychology.	Quality of teaching cards presented Compliance of pedagogical maps with current norms and standards Respect for pupils' psychological characteristics	Available lesson preparation workbooks or sheets. The teacher developed operational objectives, chose a didactic strategy, equipment and resources in line with the

	<p>Know-how: Demonstration of a good knowledge of patterns on a pedagogical map, various lessons to be taught per discipline, indicating the methods, resources used and envisaged assessments. Ability to write clear, precise and concise instructions.</p> <p>Interpersonal Skills: Compliance with the methodological approaches of the various disciplines</p>	<p>Relevance of assessment tools on pedagogical maps</p> <p>Compliance with the relevant current official texts.</p>	<p>course content and context of the pupils concerned, and provided for assessments.</p>
1.3.3: Benefit from opportunities offered by ICTs to improve lesson preparation	<p>Knowledge: Adequate knowledge to have access to basic functions: text processing, e-mail, and internet browsing.</p> <p>Know-how: Ability to use a browser to access the Internet, locate a web page, and use digital information that can improve lesson preparation</p> <p>Interpersonal Skills: Awareness of opportunities offered by ICTs to improve lessons</p>	<p>Relevance of digital information to current official programs and instructions</p>	<p>Basic functionalities for internet browsing are identified and used</p> <p>Hyperlinks and interactive areas in a web page are identified correctly</p> <p>The teacher has digital information to enhance lesson preparation</p>
1.3.4: Use national languages in preparing pedagogical sequences	<p>Knowledge: Written and oral mastery of national languages</p> <p>Know-how: Ability to use national languages in preparing pedagogical sequences</p> <p>Interpersonal Skills: Compliance with the rules of the language used</p>	<p>Effective use of the language</p>	<p>Pedagogical maps with sequences written in national language</p>

Activity 4: Material and pedagogical preparation for the class

Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
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<p>1.4.1: Select relevant resources to be used depending on the learners and the discipline</p>	<p>Knowledge: Mastery of resources to be used (images, texts, maps, sketches, diagrams, etc.) Know-how: Ability to collect resources to be used (images, texts, maps, sketches, diagrams, etc.), make teaching materials and aids, and keep the resources, if necessary Interpersonal Skills: Adherence to principles of collaboration with colleagues in making and preserving pedagogical resources</p>	<p>Relevance of resources collected or made Collective production of resources and materials</p>	<p>The resources and materials to be used are available The resources and materials are well kept</p>
<p>1.4.2: Install in the class the teaching materials and aids that will be used for the lesson, and ensure that the teaching materials and aids are in good working order</p>	<p>Knowledge: Good knowledge of the type of teaching materials and aids Know-how: Demonstration of good layout and use of teaching materials and aids in terms of their type, the size of the class, as well as the activity and teaching materials and aids tested beforehand Interpersonal Skills: Compliance with the principle of the teaching materials and aids</p>	<p>Appropriate layout and safe materials</p>	<p>Materials available and properly installed</p>
<p>1.4.3: Organize sitting positions in class to meet learners' characteristics and nature of the lesson</p>	<p>Knowledge: Good knowledge of management and use of classroom space for pedagogical purposes Know-how: Ability to arrange the classroom in light of the activity to be carried out, the existing materials, and the pedagogical method used. Interpersonal Skills: Adherence to the principle of collaboration between learners</p>	<p>Layout of the classroom appropriate for the proposed activities</p>	<p>The teacher arranges the sitting positions of pupils in line with the lessons objectives and environmental factors</p>

Area 2: Conduct of Lessons

Activity 1: Getting started with the class and initiation of the teaching/learning situation

Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
2.1.1: Motivate the pupils	<p>Knowledge: Mastery of appropriate motivation techniques</p> <p>Know-how: Demonstration of a wide range of motivation techniques</p> <p>Interpersonal Skills: Adherence to the principle of motivation of learners</p>	Efficient application of motivation techniques	Varied and appropriate motivation techniques are applied
2.1.2: Use diagnostic or predictive assessments	<p>Knowledge: Mastery of diagnostic assessment tools and procedures</p> <p>Know-how: Ability to control the pre-requisites and pre-acquired knowledge, conduct functional review, and perform an upgrade before the new lesson</p> <p>Interpersonal Skills: Adherence to the principle of diagnostic assessment</p>	Consistency between the results of control of the prerequisites/pre-acquired knowledge and the content of the day's lesson	<p>The assessment is conducted</p> <p>The assessment results are used for pedagogical purposes towards the new lesson</p>
2.1.3: Create a problem situation and manage pupil's perceptions and views in relation to the learning situation and the initial situation	<p>Knowledge: List of problem situations. Didactic knowledge needed to design an apprenticeship. Mastery of management of pupils' perceptions and views in relation to the learning situation and the initial situation</p> <p>Know-how: Demonstration of techniques for creating a complex or simple teaching and learning situation and resources to manage them, in particular the sense of responsibility and autonomy, and if necessary, require cooperation with other persons or team work.</p> <p>Interpersonal Skills: Enhancement of pupils' products and efforts, and creating an atmosphere of confidence.</p>	<p>Relevance of the initial situation</p> <p>Adequate use of the situation with pupils</p> <p>Quality of interaction with learners and between learners</p> <p>Due regard for adolescent psychology</p>	<p>The initial situation is created</p> <p>Pupils' perceptions and views are properly managed in line with the didactic requirements of the discipline</p> <p>The teacher adjusts guidelines to the level (low/high) of learners' perceptions.</p> <p>Level of learners' participation in exploring the notions to be assimilated</p>

2.1.4: Use national languages in class to facilitate learning	<p>Knowledge: Written and oral mastery of national languages</p> <p>Know-how: Ability to use local languages to facilitate learning</p> <p>Interpersonal Skills: Compliance with the rules of the language used</p>	Efficient use of the language	Pedagogical maps with sequences written in national language
2.1.5: Use ICTs to facilitate learning in line with their objectives	<p>Knowledge: Knowledge of the PowerPoint application</p> <p>Know-how: Demonstration of adequate mastery of IT tool to make PowerPoint presentations</p> <p>Interpersonal Skills: Awareness of opportunities offered by ICTs to facilitate learning</p>	Relevance of slides to the learning objectives	The slides are available
Activity 2: Implementation of teaching/learning situations			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
2.2.1: Create and implement learning situations for pupils concerning the proposed educational content	<p>Knowledge: Mastery of the proposed educational content, subject and pedagogical knowledge of the content to be taught, and general pedagogical knowledge</p> <p>Know-how: Ability to propose and implement a learning situation for the educational content</p> <p>Interpersonal Skills: Creating an atmosphere of confidence</p>	<p>Quality of the proposed educational content</p> <p>Compliance of the proposed educational content with the current official programs and instructions</p>	The proposed educational contents is available
2.2.2: Use appropriate teaching materials and aids to achieve the lesson objectives	<p>Knowledge: Good knowledge of appropriate teaching materials and aids for the lesson objectives</p>	Teaching materials and aids in line with the lesson objectives	<p>The teaching materials and aids are available and used wisely.</p> <p>Teaching materials and aids</p>

	<p><u>Know-how:</u> Ability to arrange materials and aids in such manner as to facilitate (optimize) their use by pupils, use them in line with the lesson objectives, and guide the pupils in using them</p> <p><u>Interpersonal Skills:</u> Care for teaching materials and aids</p>	Judicious use of teaching materials	suitable for the content taught
2.2.3: Develop and sequence activities relevant to the topic, guide learners through the activities to make it learner-centered	<p><u>Knowledge:</u> Pedagogical resources for learner-centered activities</p> <p><u>Know-how:</u> Demonstration of good mastery of learning situations and pedagogical relationship</p> <p><u>Interpersonal Skills:</u> Creating an atmosphere of confidence</p>	<p>Relevance of activity sequences</p> <p>Effective learner-centered pedagogical relationship</p>	Pupils' performance shows effectiveness of the pedagogical relationship
2.2.4: Demonstrate appropriate language skills (use the appropriate level of language, use effective verbal and non-verbal forms)	<p><u>Knowledge :</u> Good teaching communication</p> <p><u>Know-how :</u> Ability to adapt the language register to the class level in preparing the pedagogical map and conducting the lesson, as well as to facilitate understanding of the lessons through the use of verbal and non-verbal forms and other aids</p> <p><u>Interpersonal Skills:</u> Respect for learners in teaching</p>	<p>Correct choice of language register</p> <p>Consistent meaning of words or phrases depending on the class level</p>	<p>The appropriate language register is used</p> <p>The meaning of words or phrases appropriate for the class level is explained, as well as the grammatical and lexical difficulties identified depending on the discipline taught</p>

<p>2.2.5: Manage the learning time properly and attach importance to communication and interactions with and between the pupils</p>	<p>Knowledge: Management of pupils' learning time Know-how: Demonstration of active pedagogy techniques (organize records, observations and experiences of pupils by pupils, etc.). Ability to foster discussions in groups of pupils, as well as to time the various stages of the lesson Interpersonal Skills: Enhancement of pupils' contributions to the lesson</p>	<p>Comply with the time allowed for each stage of the lesson Effective discussions in the groups Relevance of enhancement techniques</p>	<p>The teacher has:</p> <ul style="list-style-type: none"> - Pedagogical maps - Timetable - Report on work done - Conclusions of discussions - Lesson summaries
<p>2.2.6: Engage pupils in group and research activities, and in knowledge building projects</p>	<p>Knowledge: Knowledge of class management, group dynamics, and its operating rules Know-how: Demonstration of techniques for forming pupil groups and managing pupils' independent work. Mastery of language for giving work instructions. Efforts to encourage exchange of work, materials and documents between pupils in class and school projects Interpersonal Skills : Respect for pupils' work and points of view</p>	<p>Formation of groups based on objective criteria Effective interactions Pupils' acceptance of exchange of work, materials and documents Relevance of class and school projects</p>	<p>Pupils' works exist Projects are implemented Discussions with the community were productive, and the related reports archived</p>
<p>Activity 3: Back to teaching/learning activities</p>			
<p>Common competences required</p>	<p>Competence Descriptors</p>	<p>Performance Criteria</p>	<p>Performance Indicators</p>
<p>2.3.1: Apply summary techniques</p>	<p>Knowledge: Good knowledge of assessment, summary and synthesis techniques. Know-how: Ability to apply summary</p>	<p>Adequacy of the summary or synthesis for the lesson</p>	<p>Summary or synthesis techniques are used.</p>

	<p>techniques, carry out objectification, assessment and projection activities. Mastery of metacognitive activities to achieve transformation of knowledge into skills. Ability to help pupils to transfer/contextualize acquired knowledge</p> <p><u>Interpersonal Skills:</u> Enhancement of pupils' work</p>	<p>objectives</p> <p>Relevance of feedback and projection activities</p> <p>Matching metacognitive procedures and various types of knowledge (declarative, procedural, and conditional).</p> <p>Compliance with lesson summary techniques</p>	<p>Summaries are written in collaboration with the learners.</p> <p>The lesson is assessed, and emphasis is laid on the success aspects and areas for improvement</p>
2.3.2: Assess the day's lesson	<p><u>Knowledge:</u> Knowledge of principles for assessing the day's lesson</p> <p><u>Know-how:</u> Ability to use assessment to take stock</p> <p><u>Interpersonal Skills:</u> Compliance with principles for assessing the day's lesson</p>	<p>Relevance of lesson assessment approaches</p> <p>Effective feedback</p> <p>Relevance of remarks, and integration and transfer activities</p> <p>Compliance with principles of lesson assessment</p>	<p>Remedial exercises are envisaged</p> <p>Remarks are noted</p>

Areas of intervention common to both options (Areas 3 and 4)

Area 3 : Assessment of Learning			
Activity 1: Design and conduct of an assessment test corresponding to the diagnostic function			
Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
3.1.1: Prepare and administer a learning assessment test	<p><u>Knowledge:</u> Good knowledge of learning diagnostic assessment situations and techniques</p> <p><u>Know-how:</u> Ability to prepare diagnostic assessment items, administer them and use the results</p> <p><u>Interpersonal Skills:</u> Compliance with assessment techniques and use of results</p>	Tests adapted to pupils' levels and in line with the set objectives	Diagnostic assessment tests prepared and administered in compliance with official instructions and in line with the set learning objectives are available
Activity 2: Organization and conduct of a formative assessment			
Common Competences Required	Competence Descriptors	Performance Criteria	Performance Indicators
3.2.1: Apply formative assessment techniques: Relate assessment to lesson objectives; prepare tests, administer them and analyse pupils' results to remedy learning difficulties	<p><u>Knowledge:</u> The link between assessment and lesson objectives. Preparation, administration of tests and use of pupils' assessment results for remedial purposes</p> <p><u>Know-how:</u> Demonstration of analytical competences and presentation of tests. Ability to identify performance gaps and prepare adequate pedagogical strategies to meet pupils' learning needs</p> <p><u>Interpersonal Skills:</u> Compliance with assessment techniques and use of results</p>	<p>Consistency between assessment and lesson objectives</p> <p>Consistency of tests with learning objectives</p> <p>Compliance with formative assessment principles and procedures</p>	Identification of pupils' performance gaps is obvious. Arrangements are made for additional lessons
3.2.2: Conduct "remedial" activities	<p><u>Knowledge:</u> Analysis of learning needs, performance gaps, and identification and conduct of remedial activities</p> <p><u>Know-how:</u> Ability to reiterate pupils'</p>	<p>Link between the identified difficulty and the misunderstood notion</p> <p>Relevance of enhancement</p>	<p>The techniques, methods, tools used and the remedial exercises done are available</p> <p>Results of enhancement</p>

	difficulties during assessments, reteach misunderstood notions, and do enhancement exercises Interpersonal Skills: Judicious choice of level upgrade exercises	exercises	exercises also available
3.2.3: Use ICTs to facilitate assessments in line with their objectives	Knowledge: Ability to use IT tools for assessment purposes Know-how: Demonstrate good mastery of IT tool to set tests, facilitate correction, analysis and interpretation of results Interpersonal Skills: Awareness of opportunities offered by ICTs to facilitate assessments	Quality of tests and results generated by IT tools for the items assessed	The tests and results generated by the IT tool are available

Activity 3: Design and conduct of a summative assessment/certificate test

Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
3.3.1: Relate assessment to lesson topic and determine relevant practical projects, test items and take-home assignments	Knowledge: Link between assessment and learning results of the topic. Good knowledge of summative assessment techniques Know-how: Application of summative assessment techniques Interpersonal Skills: Compliance with the principles of summative assessment	Quality of tests in comparison with summative assessment objectives Compliance with the principles of summative assessment	The summative assessment tests are prepared and available. The taxonomic levels of assessment are taken into account

Area 4: Extra-curricular Activities

Activity 1: Overall development of the learner

Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
4.1.1: Organize sports, cultural, artistic and production activities by developing strategies for	Knowledge: The development stages of children's spatio-corporal and motivation perceptions	Effective student participation in cultural, artistic and production	Information on the student participation level in sports, cultural, artistic and production

<p>integration into learners' living environment</p>	<p>Integration stages into collective life Specificities of societal environments in which learners live (cultural, artistic, religious, sports, organizational, etc.) Know-how: Organize extra-curricular activities in line with the societal context in which the learners live Interpersonal Skills: Respect and tolerance for the culture and values of the environment (including religious values) in which the learners live</p>	<p>activities Relevance of skills and resources to the school context and students' developmental level School/community relations in line with provisions of the Ministry's manual on school administration</p>	<p>activities Archives of community projects Description, planning and justification of the proposed activities for the class over the year</p>
<p>4.2: Develop school garden activities of learners so as to be environment friendly and enhance food crops</p>	<p>Knowledge: Knowledge of crops to be planted in the school garden based on the local context Know-how: Mastery of gardening and harvesting techniques Manage farm tools Interpersonal Skills: Respect for the environment, plants, season periods and local specificities</p>	<p>Effective pupil participation in gardening activities based on their potential and age Judicious distribution of tasks to groups of pupils Effectiveness of techniques and tools used</p>	<p>Existence of school garden Appropriate tools and techniques are used Planning of work until harvest Presentation of harvests and use of crops</p>
<p>4.3: Disseminate and apply basic hygiene and safety principles for prevention and protection of learners' health in school and in their daily lives</p>	<p>Knowledge: Knowledge of threats and security measures to be taken in case of natural disasters and/or terrorist attack Knowledge of preventive measures to put in place depending on the risks Know-how: Mastery of rescue and first aid actions Interpersonal Skills: Compliance with safety principles and instructions. Site and environmental monitoring</p>	<p>Relevant indications of actions to be taken in case of disasters and threats Identification of precautionary and preventive measures consistent with learners' ages</p>	<p>The list of possible or real disasters is available. Measures taken or to be taken in case of threats and disasters are identified and known to all. Presentation of a small medicines box, and explanation of the use of its products.</p>
<p>Activity 2: Self-directed professional development</p>			

Common competences required	Competence Descriptors	Performance Criteria	Performance Indicators
4.2.1: Be open to analysis and improvement of professional practices	<p>Knowledge: Good knowledge of the reflective practitioner's posture</p> <p>Know-how: Ability to describe practices, conduct and experiences in personal everyday language by referring to specific concrete actions in contextualized sequences-memories</p> <p>Interpersonal Skills: Determination and readiness for career development</p>	Accuracy of reflective practitioner's discourse	Reports on collaboration and peer review sessions available
4.2.2: Stay abreast of developments in the school environment and the profession	<p>Knowledge: Good knowledge of career development levers, including learning throughout life</p> <p>Know-how: Ability to innovate and adapt lessons to learners' specific needs and developments in the profession</p> <p>Interpersonal Skills: Determination and readiness for career development</p>	Quality of innovations	The evidence of innovations and other professional initiatives is presented
4.2.3: Prepare a personal career development plan and participate in professional development activities	<p>Knowledge: Knowledge of professional strengths and weaknesses. Ability to express needs for new knowledge. Information on activities and competence needs associated with career development plan.</p> <p>Know-how: Ability to make an inventory of professional strengths and weaknesses, analyse capacity building needs, prepare a career development plan, and participate in professional development activities, in particular</p> <p>Interpersonal Skills: Determination for career development</p>	Consistency of expressed needs with the plan, information and resources required for establishing a concrete action plan to be implemented	Assessment of professional competences available Physical areas and resource persons are identified Information consistent with the career development plan is available

<p>4.2.4: Accept responsibilities, if need be, in assisting young teachers.</p>	<p><u>Knowledge:</u> Knowledge of rules for mentoring and assisting young colleagues <u>Know-how:</u> Demonstration of ability and capacity for assisting young teachers <u>Interpersonal Skills:</u> Leadership in the education community</p>	<p>Quality of professional relations in the institution and with the education system</p>	<p>Reports on responsibilities for assisting young teachers</p>
<p>4.2.5: Know and obey the professional code of ethics in teaching</p>	<p><u>Knowledge:</u> Identification of professional code of ethics in teaching practice. Good knowledge of the ILO/UNESCO Recommendation (1966)³ on the matter <u>Know-how:</u> Compliance with the professional code of ethics in teaching practice in class, education community and community <u>Interpersonal Skills:</u> Professionalism, exemplary conduct, ethical values and commitment to respect the well-being and dignity of peers</p>	<p>Quality of professional and human relations in the institution and community</p>	<p>Evidence of compliance with the professional code of ethics is available</p>

³ILO/UNESCO Recommendation concerning the Status of Teachers (1966)

