



BOTSWANA PROFESSIONAL TEACHING STANDARDS AND COMPETENCES

DRAFT 1

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Registrar's Foreword

It is with profound honour and a deep sense of responsibility that I present the inaugural edition of the Professional Teaching Standards and Competences for the teaching fraternity in the Republic of Botswana. This document represents a pivotal milestone in our national journey towards educational excellence and becoming a knowledge society. Developed by the Botswana Teaching Professionals Council (BOTEPCO) and in collaboration with the Ministry of Child Welfare and Basic Education (MCWBE), these standards articulate a unified vision for the teaching profession, one that is grounded on pedagogical competence and commitment to continuous professional growth.

In an era characterized by rapid technological innovation and global interconnectivity integration of STEAM education (Science, Technology, Engineering, the Arts, and Mathematics) has become imperative. These academic fields, if taught in an interdisciplinary and inquiry-driven manner, cultivate critical thinking skills, creativity and innovation much needed for learners to thrive in a complex and evolving world. The Professional Teaching Standards thus serve not only as a framework for instructional excellence but also as a catalyst for nurturing a generation of problem solvers, innovators, and rounded citizens. Importantly, the development of these standards is aligned with the African Framework of Standards and Competences for the Teaching Profession (AFSCTP), adopted by the African Union Commission in 2019. The AFSCTP outlines the professional knowledge, skills, values, and conduct expected of teachers and school leaders across the continent. By aligning with this continental framework, Botswana affirms its commitment to the Continental Education Strategy for Africa (CESA 16–25) and to the broader goals of Agenda 2063, which envision an integrated, prosperous, and peaceful Africa driven by its own citizens.

The President of the Republic of Botswana, Advocate Duma Gideon Boko has consistently underscored the centrality of education in the realization of a knowledge-based economy. In his keynote address at the African Economic Conference (2024), he affirmed: *"We must prioritise investments in education and equip our people with the necessary skills to drive innovation and build a workforce capable of thriving in the digital economy."*

These words encapsulate the national imperative to reimagine education as the foundation of sustainable development, economic transformation, and social justice. The Professional Teaching Standards are not prescriptive mandates, but rather aspirational benchmarks that reflect the highest ideals of the teaching profession. They are intended to guide teachers in their professional

journey, inform policy and practice, as well as ensure that every learner in Botswana is afforded the opportunity to receive high-quality, and responsive education. As we implement these standards, I extend my sincere gratitude to all stakeholders: teachers, policymakers, teacher training institutions and communities, whose contributions shaped this foundational document. Let us move forward with a shared commitment to excellence, equity and innovation in education.

Dr Raphael Dingalo

Registrar

Botswana Teaching Professionals Council

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The successful development of the Teaching Professional Standards and Competences document would not have been possible without the invaluable expert and technical contributions of several individuals and stakeholders. I wish to express my profound gratitude to all those who played a critical role in the formulation of this important national resource. Foremost, I extend heartfelt appreciation to the Honourable Minister of Child Welfare and Basic Education, Ms. Nono Kgafela-Mokoka, for her strategic guidance and unwavering support throughout the development process. Her visionary leadership was instrumental in ensuring that the project aligned with national priorities and the broader educational development agenda.

Special acknowledgement is reserved for members of the Professional Teaching Standards and Competences Technical Working Group, Reference Committee and teachers in various regions respectively whose collective expertise and deep understanding of the teaching profession were fundamental in shaping this document. Their insights and contributions reflected a wealth of professional experience and shared commitment to excellence in education. This document stands as testament to the spirit of collaboration and shared responsibility demonstrated by all involved in promoting and upholding high standards within the teaching profession in Botswana.

Finally, I extend thanks to all individuals and institutions who directly or indirectly contributed towards or supported the successful completion of this project and may not have been mentioned by name.

Acronyms

AFSCTP – African Framework of Standards and Competences for the Teaching Profession

AFTRA – Africa Federation of Teaching Regulatory Authorities

ATQF – African Teacher Qualification Framework

AU – African Union

AUC – African Union Commission

BOTEPCO – Botswana Teaching Professionals Council

BEC – Botswana Examinations Council

BQA – Botswana Qualifications Authority

CESA – Continental Education Strategy for Africa 2016-2025

CPD -Continuous Professional Development

DHMT – District Health Management Team

EU – European Union

IFTRA- International Forum of Teaching Regulatory Authorities

ITT – International Task Force on Teachers for Education 2030

PPP – Public Private Partnerships

PTA – Parents and Teachers Association

SADC – Southern African Development Community

SDG4 – Sustainable Development Goals 4-Education

TEI – Teacher Education Institution

UNESCO – United Nations Educational, Scientific and Cultural Organisation

UNESCO-IICBA – UNESCO International Institute for Capacity Building in Africa

VDC – Village Development Committee

VET – Village Extension Team

WDC – Ward Development Committee

Glossary

African Framework of Standards and Competences for the Teaching Profession: A description of the professional knowledge, skills, values, attitudes, conduct, career path and other critical professional benchmarks expected of teachers and school leaders in member States of the African Union.

African Guidelines for the Teaching Profession: An articulation of the baseline of professional tenets that shall apply to the teaching profession in the Member States of the African Union.

African Teacher Qualification Framework: The classification and benchmarks of initial teacher education, continuous professional development and professional requirements for the registration and licensing of teachers and school leaders in Member States of the African Union.

Career path: This refers to increasing levels of proficiency from the point a teacher or a school leader enters teaching or leadership until retirement. It is a set of benchmarks of the professional knowledge, skills and conduct at distinctive stages in the career of a teacher or school leader.

Competence: This is a complex set consisting of knowledge, practice, values and attitudes which demonstrate the capacity of a teacher or school leader to perform a task in a given context.

Continuous Professional Development: The career-long exposure of a teacher to contemporary developments in the art and science of teaching and learning, professional conduct and specialist subject knowledge. For a school leader, this entails regular updating of best practices in management and leadership skills.

Continuous Professional Development Point: it is defined as a measure of the number of educational activities and learning experiences teachers undertake to enhance their skills and knowledge within their field of practice.

Domain: This refers to the major theme or division of the entire professional standards and competences. In some jurisdictions, it is referred to as key principle.

Teacher Education: The academic and professional preparation given to an individual in an accredited educational institution as a foundation for entry into the teaching profession.

Professional Knowledge and Understanding: These explain the intellectual capacity required of teachers to grasp the relevant academic, logical and conceptual issues involved in teaching and learning.

Professional Leadership: This refers to the capacity of teachers to nurture and sustain positive interpersonal influence that can enhance the organization and management of teams at all levels of the school.

Professional Partnerships: This refers to the ability expected of teachers to network successfully with all stakeholders in the immediate teaching-learning environment (learners, colleagues, school leadership, community, government, development partners).

Professional Skills and Practices: These establish the capacity expected of teachers to practically plan and implement learning programmes, evaluate performance, provide feedback, work on the outcome of evaluation and guarantee a friendly and safe school environment, among other needs.

Professional Values/Attributes/Commitment: This elaborates the acceptable conduct, philosophies and principles of life that guide teachers as they discharge their professional duties.

School leader: An individual responsible for the academic and administrative management and leadership of a school. (pre-primary, primary and secondary)

Standard: This is the norm or typical level of performance expected of a teacher or school leader.

Teacher: includes a tutor and any person registered in accordance with Section 27 of the BOTPCO Act and qualifies to instruct an educational programme or provide professional counselling including professional therapy and educational psychology services at school.

Teacher development: All professional programmes and interventions involved in capacitation of a practicing teacher and/or school leader, which include continuous professional development.

Teacher licensing: An approval by a teaching regulatory authority attesting that an individual has attained the preparation and other professional conditions required to teach or serve as a school leader in a country and is evidenced by a license issued to the individual with validity for a specified period of time.

Teacher registration: The listing of the names of individuals by a Teaching Regulatory Authority in the official register of teachers who have fulfilled the requirements to teach in the country.

Teaching Regulatory Authority: An organisation statutorily established in a country to regulate teaching as a profession. In the case of Botswana, it is the Botswana Teaching Professionals Council as established under Section 3 of the Botswana Teaching Professionals Council Act No.22 of 2019.

1. Background and Context

The concept of professional teaching standards in the African context can arguably be traced to the International Task Force on Teachers at its 10th Policy Dialogue Forum convened in Lome, Togo in 2017 where it articulated its desire that teaching be a 'clinical' profession which has the learner at the centre of every consideration and that institutionalization of professional standards was an avenue through which teaching could be professionalized. This position implied a competences-driven and learner-centric profession that is founded on evidence-based knowledge, skills, values and conduct. In essence, professional standards have become popularly known as the knowledge, skill and values expected of a qualified teacher (Longworth Consulting, 2016; Ontario College of Teachers, 2016; Teachers Registration Council of Nigeria, 2010). The Southern African Development Community (SADC) Regional Framework on Continuing Professional Development for Teachers (2018) further defines professional standards as statements that promote professional teaching by describing the professional knowledge, competences, classroom skills and ethics that teachers need to know and should be able to do during their professional career to provide learners with knowledge-rich learning opportunities.

1.1 Context for Development of Professional Teaching Standards and Competences in Botswana

The role of Professional Teaching Standards and Competences in Botswana's basic education sub sector is premised on the following factors;

- a) A system wide focus on professional teaching standards and competences is required to give effect to an integrated planning framework for professionalization of teaching.
- b) Professional Teaching Standards and Competences frameworks play a crucial role in fostering regional integration and globalization thus facilitating teacher mobility that is a hallmark of the Education Agenda 2030.

1.2 Rationale for Professional Teaching Standards and Competences

Professional Teaching Standards and Competences fulfil several important functions by;

- a) providing a framework for the establishment of the required standards and competences to guide teaching practice.

- b) defining professional teaching standards and competences for Botswana's basic education sub sector thus strengthening their impact through a system wide approach in advancing standardization, consistency and quality.
- c) describing what teachers should know and be able to demonstrate and describe levels of performance at different stages of a teacher's career.
- d) assessing and appraising teachers' performance and professional development needs and provide a framework for supporting teachers' continuous professional growth and career progression.
- e) bridging the gap between pre-service teacher training and delivery of the official curriculum at in-service stage.
- f) providing a framework for registration and licensing of teachers as well as governance of the profession.
- g) providing a quality assurance policy mechanism by which government and teacher labour unions can vouch for the calibre of their teaching workforce to the public.

1.3 Guiding Principles for Professional Teaching Standards and Competences in Botswana

Overarching principles for professional teaching standards and competences inform continuous review and self-reflection of performance against the standards by the teaching cadre as it will render the standards ever more relevant. The principles are outlined as follows;

- a) consensus building within and across the basic education sub sector.
- b) aligned to the Ministry of Child Welfare and Basic Education' strategic goals and objectives.
- c) aligned to national socio-economic development goals and aspirations.
- d) aligned to the SADC Regional Framework for Teacher Professional Standards and Competences (2018).
- e) aligned to the African Union's African Framework of Standards and Competences for the Teaching Profession (2019).
- f) aligned to the Sustainable Development Goals.

For the professional teaching standards and competences to accomplish the above, they must display characteristics as follows;

- a) consonance with the form, structure, shape and character of Botswana's basic education sub sector.
- b) being aspirational as opposed to prescriptive in terms of 'on the ground' realities and capacities of the sub sector.
- c) providing for their on-going review in response to changing circumstances.

d) allowing for their evolutionary update and adoption by various critical stakeholders in the education and training sector.

2. Domains of Professional Standards

A domain refers to a category or division of the entire professional standards and competences. In some jurisdictions, for instance, the South African Teaching Standards (South African Council for Educators, 2017) refers to them as key principles, or core propositions as used in the Teaching Standards of the United States (National Board for Professional Teaching Standards, 2016). The domains and structure used in the development of professional teaching standards and competences for Botswana are informed by and aligned to the African Framework of Standards and Competences as well the International Guidance Framework devised by the International Task Force on Teachers for Education 2030 (2019) in accordance with the requirements of Africa Federation of Teaching Regulatory Authorities (AFTRA) of which the Republic of Botswana through the Ministry of Child Welfare and Basic Education and Botswana Teaching Professionals Council is a member in good standing.

The following are five domains used by the African Union's African Framework of Standards and Competences for the Teaching Profession and SADC's Regional Framework for Teacher Professional Standards and Competences (2018) which were adopted by Botswana Teaching Professionals Council:

2.1 Professional Knowledge and Understanding: These explain the intellectual capacity required of teachers to grasp the relevant academic, logical and conceptual issues involved in teaching and learning.

2.2 Professional Skills and Practices: These establish the capacity expected of teachers to practically plan and implement learning programmes, evaluate performance, provide feedback, work on the outcome of evaluation and guarantee a friendly and safe school environment, among other needs.

2.3 Professional Values/Attributes/Commitment: These elaborate the acceptable conduct and philosophies and principles of life that should underlie them as teachers discharge their professional duties.

2.4 Professional Partnerships: These clarify the ability expected of teachers to network successfully with all stakeholders in the immediate teaching-learning environment. (Learners, colleagues, school leadership, community, government, international relations and the society in general)

2.5 Professional Leadership: This elucidates the expected capacity of teachers to nurture and sustain positive interpersonal influence that can enhance the organization and management of teams at all levels of the school.

3. Professional Teaching Standards and Competences

Standards are sub-themes of the respective domains. There are usually varied standards according to the interests and concerns of the various jurisdictions and continents. At a technical or definitional level, the Global Framework of Professional Teaching Standards (Education International & UNESCO, 2019) identifies different types of teaching standards as follows:

3.1 Ethical Standards; they are constituted generally in relatively broad statements of expectations of the profession's nature, ambitions, and dispositions.

3.2 Content Standards; they describe the scope and specific nature of the work of teachers.

3.3 Measurement Standards; they set the level or 'yardstick' of teachers' expertise.

This document, therefore, draws on this perspective of standards in an extensive manner to present and discuss the framework adopted by Botswana Teaching Professionals Council.

4. Standards and Competences for Classroom Going Teachers

The teaching standards are informed by the career stage of a teacher during the period of their professional practice and the career stages are identified as follows;

4.1 Teacher Aide

4.2 Assistant Teacher

4.3 Teacher

4.4 Senior Teacher

Table 4.1: Domain 1: Professional Knowledge and Understanding

Domain 1: Professional Knowledge and Understanding				
Standard	Competences			
	Teacher Aide	Assistant Teacher	Teacher	Senior Teacher
Knowledge and understanding of human development and the learner	Assists learners to express and develop their physical, cognitive and emotive abilities as well as supports the teacher in implementing educational routines and classroom activities appropriate to childhood development	Applies foundational knowledge and understanding of the principles of human growth and development from the perspectives of physical, cognitive, language acquisition and socio-affective domain and how these influence	Applies advanced knowledge and understanding of the principles of human growth and development from the perspectives of physical, cognitive, language acquisition and socio-affective domain and how these influence teaching and learning.	Exemplifies deep understanding and best practice in the application of knowledge and understanding of the principles of human growth and development from the perspectives of physical, cognitive, language acquisition and socio-affective domain and how these influence teaching

		teaching and learning.		and learning.
	Demonstrates basic knowledge and understanding of the learning theories to assist in delivering instruction that accommodates diverse learning styles and backgrounds	Applies foundational knowledge and understanding of the theories of learning and their application in teaching and learning to cater for the different learning styles of individual learners as well as being responsive to the learning strengths and needs of learners of diverse linguistic, cultural, religious and socioeconomic backgrounds.	Conducts environmental scan to map the learning strengths and needs, diverse linguistic, cultural, religious and socioeconomic backgrounds of learners to develop remedial action plans.	Expertly conducts learner profiling to match individual learners with their learning styles and needs aligned to their abilities, linguistic, cultural, religious and socioeconomic backgrounds.
Knowledge and understanding of the curriculum	Demonstrates basic understanding of the 'breakthrough' programmes and utilizing them to teach literacy and numeracy skills.	Applies foundational knowledge and understanding of 'breakthrough' programmes, curriculum theory, curriculum design processes and how each subject fits into the curriculum blueprint.	Demonstrates advanced understanding and knowledge of the curriculum theory, curriculum design processes as well as interpret the curriculum and its thematic areas.	Exhibits deep understanding and knowledge of the scope of the curriculum and ability to implement the curriculum aligned to the yearly academic calendar.
Knowledge and understanding of the subject matter	Demonstrates basic knowledge and understanding of concepts, theories, principles, and facts related to the subject	Applies foundational knowledge and understanding of concepts, theories, principles, and facts related to the subject they	Demonstrates application of advanced knowledge and understanding of concepts, theories, principles, and facts related to the subject they teach as well as ability to	Mentors and coaches colleagues in sharpening their knowledge and understanding of concepts, theories, principles, and facts as well as infusing STEAM Education

	they teach.	teach.	infuse STEAM Education methodologies in the delivery of the subject taught.	methodologies related to the subject they teach.
Knowledge and understanding of Interdisciplinary Learning	Demonstrates basic awareness of innovative thinking and problem-solving.	Applies foundational understanding of innovative skills to assist in delivering instruction that encourages problem-solving and creativity	Demonstrates the ability to influence learners in understanding the interconnectedness of ideas, principles and concepts between different subjects and how it enhances problem solving, creativity and entrepreneurial skills.	Collaborates with colleagues in lesson planning, work scheming, teaching and continuous assessment for related topics to build on learners' problem solving, creativity and entrepreneurial skills.
Knowledge and understanding of education theory, pedagogy, and teaching practice	Demonstrates basic knowledge and understanding of the schemes of learning theories that inform teaching practice and methods.	Applies foundational knowledge and understanding of the schemes of learning theories that inform teaching practice and methods	Demonstrates in-depth knowledge of the schemes of learning theories, their strengths and limitations when applied in various contexts of teaching practice and methods	Expertly applies an array of schemes of learning theories for teaching practice and methods to create a learner centric environment.
	Demonstrates basic knowledge and understanding of the concept of Inclusive Education, various learner support needs and the planning skills to mitigate those needs.	Applies foundational knowledge and understanding of the concept of Inclusive Education, various learner support needs and the planning skills to mitigate those needs.	Demonstrates advanced skills to observe and profile learners with learning difficulties and/or physical disabilities, develop and implement support strategies to ensure non-discrimination in the classroom.	Guides colleagues in the development and implementation of teaching strategies that recognize diversity, promotes multiculturalism and inclusivity aligned to the principle of " <i>Botho</i> ".
	Motivates learners of varied abilities and characteristics to master literacy and numeracy skills to the best of their ability.	Creatively develops lesson plans and teaching aids that enable learners of varied abilities (mixed ability classes) to master literacy and numeracy	Demonstrates advanced knowledge and understanding of various taxonomies of learning and applies them to teach literacy and numeracy skills catering	Develops and applies high impact learner-centric motivational strategies to assist learners realize their potential in uptake of literacy and numeracy skills

		skills.	for different learners' abilities and characteristics as well as influence positively their behaviour.	
Knowledge and understanding of assessment, feedback, monitoring, and evaluation of the learner	Demonstrates basic knowledge and understanding of the concept of "assessment in education" and its purpose.	Demonstrates foundational knowledge and understanding of the concept of "assessment in education" and its purpose.	Demonstrates advanced knowledge and understanding of the types of assessment in education" and can competently articulate and apply them to measure learning.	Expertly maps assessment strategies and applies them to suit various contexts of learning as well as guides colleagues in the development of test items and use of test banks.
	Demonstrates basic knowledge and understanding of assessment development, frameworks and their application.	Demonstrates foundational knowledge and understanding of assessment development, frameworks and their application.	Demonstrates advanced knowledge and understanding of the relationship between assessment development and assessment frameworks that include provider-based assessment and their application in teaching and learning.	Expertly applies assessment frameworks to develop assessment processes and ensures they conform to the principles of validity, reliability and equity.
	Assists in administration of assessment activities.	Participates in results analysis and compiling internal assessment reports as well as interprets assessment reports from the assessment authorities/bodies.	Participates in results analysis and compiling internal assessment reports as well as interprets assessment reports from the assessment authorities/bodies.	Leads in compilation of assessment reports and maps learners' performance, strengths and challenges to develop corrective plans.
Knowledge and understanding of education related policies	Demonstrates basic knowledge and understanding of the legislative frameworks.	Applies foundational knowledge and understanding of contemporary national,	Articulates in orderly manner the all-embracing principles of national, regional, continental and global	Demonstrates expertise in analysing and applying context specific national, regional, continental and global policies,

and legislation		regional, continental and global policies and legislation related to the social, economic, environmental, political and cultural contexts of education and the role of educators in implementation of those policies, frameworks and legislation.	policies, frameworks and legislation in the context of education.	frameworks, and legislation as well as identifying implementation challenges.
	Demonstrates basic knowledge and understanding of the children's rights, the rights of people living with disabilities, Children's Act, national child immunization and social protection programmes.	Demonstrates foundational knowledge and understanding of the children's rights, the rights of people living with disabilities, Children's Act, national child immunization and social protection programmes.	Competently Identifies and articulates principles from various frameworks, conventions, programmes and legislation that relate to children and the role of educators in their application.	Models the application of laws, conventions and programmes that promote and protect the rights and welfare of children in the teaching and learning environment.
Knowledge and understanding of digital technologies for teaching and learning	Demonstrates basic knowledge of computer and internet proficiency and their application to teaching and learning (Microsoft Office Suite, Internet Search Engines).	Demonstrates foundational knowledge of computer and internet proficiency and their application to teaching and learning (Microsoft Office Suite, Internet Search Engines).	Demonstrates advanced knowledge and understanding of digital literacy skills and their application to teaching and learning. (blended, e-learning, collaborative tools and communication, on-line assessment tools).	Expertly models uptake of various ICT skills and their applications in teaching and learning as well as availing ICT resources.
	Demonstrates basic knowledge and understanding of the	Applies foundational knowledge and understanding of the value	Demonstrates advanced knowledge and understanding of ICT and its	Models application of technology mediated/multimedia solutions

	value of ICT as an enabler in the teaching and learning environment.	of ICT as an enabler in the teaching and learning environment.	application in teaching and learning contexts.	to create an engaging and interactive teaching and learning experience.
	Inspires excitement about and appreciation of technology to enhance learning.	Inspires confidence about the use of technology to enhance learning.	Develops and implements an array of learner-focused strategies to support uptake of technology.	Models integration of suitable multimedia solutions to teaching and learning contexts and learning styles.
	Demonstrates basic knowledge and understanding of the ethical and legal implications of using digital content as well as the Data Protection Policy.	Applies foundational knowledge and understanding of the ethical and legal implications of using digital content as well as the Data Protection Policy.	Establishes and implements practices, controls, rules and regulations that enhance learners' cyber safety and privacy awareness.	Monitors development and implementation of practices, controls, rules and regulations that enhance learners' cyber safety and privacy awareness.

Table 4.2: Domain 2: Professional Skills & Practices

Domain 2: Professional Skills & Practices				
Standard	Competences			
	Teacher Aide	Assistant Teacher	Teacher	Senior Teacher
Effective Teaching and Learning	Demonstrates basic awareness of creating and using teaching aids and supports the teacher in preparing and organizing materials and activities	Applies foundational understanding of designing and using teaching aids and lesson plans in delivering lessons and activities that align	Competently plans, designs and implements teaching and learning aids, lesson plans and activities that cater for participation of learners of varied learning styles and	Expertly plans, designs and implements contextually relevant teaching and learning aids, lesson plans and activities that enhance engagement, creativity, innovation and

	that promote learning objectives.	with learning objectives.	abilities to achieve inclusivity.	problem-solving skills amongst learners of different characteristics.
	Demonstrates basic awareness of the relevance of relating teaching content to real-life experiences and supports the teacher in achieving it.	Applies foundational understanding of the relevance of relating teaching content to real-life experiences through planning and delivering lessons that highlight these connections.	Demonstrates advanced skills of teaching abstract concepts/ideas to learners of varied learning abilities and styles.	Expertly applies the concrete-representational-abstract (CRA) approach to the teaching and learning experience to assist learners build a foundation before transiting from concrete to abstract thinking.
	Demonstrates basic knowledge and understanding of key elements that facilitate establishment of a conducive teaching and learning environment.	Applies foundational knowledge and understanding of key elements that facilitate establishment of a conducive teaching and learning environment.	Develops, articulates, and implements control measures to facilitate establishment of a conducive teaching and learning environment.	Leads colleagues in the development, implementation, monitoring and evaluation of control measures to facilitate establishment of a conducive teaching and learning environment.
	Demonstrates basic knowledge and understanding of the concept of "reflective teaching" and its importance.	Demonstrates foundational knowledge and understanding of the concept of "reflective teaching".	Applies reflective teaching methodologies competently to continuously improve teaching.	Models application of various reflective teaching methodologies to enhance professional performance.
Effective Classroom Organization and Management	Supports the creation of a positive and orderly classroom environment by assisting with spatial arrangements and reinforcing expected learner behaviour.	Applies foundational strategies to help maintain a harmonious learning environment, organize classroom space, and support behaviour management.	Demonstrates advanced skills in the development and implementation of learning activities that ensure full participation of learners of different characteristics and responsiveness to individual learner' support needs.	Maps learner-centric activities that mirror different teacher-learner ratios and models best practice approach.
	Assists in preparing and	Applies foundational	Develops teaching and	Monitors lesson planning and

	organizing engaging activities and resources that capture learners' interest and curiosity.	knowledge in the development and implementation of activities and resources that stimulate learners' eagerness to learn.	learning activities and resources that stimulate interest, curiosity and eagerness to learn.	expertly develop as well as implements motivational strategies that acknowledge, celebrate and reward positive learning culture.
	Demonstrates basic knowledge and understanding of the concept of " learner profiling" and what it entails.	Applies foundational knowledge and understanding of the concept of " learner profiling".	Demonstrates advanced skills on learner profiling and ability to methodically identify at-risk and vulnerable learners.	Expertly develops, implements and monitors learner support interventions for the identified at-risk and vulnerable learners.
Effective Learner Assessment	Assists in the administration of continuous assessment, maintains records of learners' performance and provides timeous feedback on performance to learners.	Administers continuous assessment, maintains records of learners' performance and provides timeous feedback on performance to learners and parents.	Administers different types of assessment aligned to set protocols and timeously provide feedback to both learner and parent.	Analyses assessment outcomes and produce reports to management and parents/guardians informing them of learners' performance.
Administration of Learning	Assists in execution of School administrative activities and events. (Academic meetings, Staff General meetings, Prize Giving Ceremonies, Teachers Day Celebrations etc)	Participates in School administrative activities and events. (Academic meetings, Staff General meetings, Prize Giving Ceremonies, Teachers Day Celebrations etc)	Provides support to Management in organizing and hosting of school activities (Academic meetings, Staff General meetings, Prize Giving Ceremonies, Teachers Day Celebrations etc)	Participates in decision making processes of various structures that support school administration. (academic committees, PTAs, School Intervention Teams, learner welfare committees etc)
Effective use of Digital Technologies for Teaching and Learning	Demonstrates basic knowledge and understanding of infusing ICT in the development of teaching and learning aids	Applies foundational knowledge and understanding of infusing ICT in the development of teaching and learning aids	Promotes uptake of technology on the part of learners by designing context specific and learner-centric tasks and activities.	Designs and implements innovative strategies to integrate technology in the teaching and learning environment.

	and activities to enhance learning.	and activities to enhance learning.		
Guidance and counselling, support, school health, and safety	Demonstrates basic knowledge and understanding of learner support needs (academic, psychosocial, health & wellness, career guidance, special needs etc)	Demonstrates foundational observation, probing and diagnostic skills to identify learners faced with various forms of personal challenges or dilemma. (child abuse, domestic violence, substance abuse, teenage pregnancy, ill health, academic pressures, disability etc)	Demonstrates advanced observation, probing and diagnostic skills to identify learners faced with various forms of personal challenges or dilemma. (child abuse, domestic violence, substance abuse, teenage pregnancy, ill health, academic pressures, disability etc)	Maps student support needs, matches them with context specific mitigation strategies and monitors implementation.
	Demonstrates basic knowledge and understanding of the confidentiality and non-disclosure principles of guidance and counselling.	Applies foundational knowledge and understanding of the confidentiality and non-disclosure principles of guidance and counselling.	Demonstrates advanced knowledge and understanding of the guidance and counselling policy and frameworks.	Models application of the guidance and counselling policy as well as frameworks.
	Demonstrates basic knowledge and understanding of gender relations, equality and equity.	Demonstrates foundational knowledge and understanding of gender relations, equality and equity.	Creates a teaching and learning environment that promotes co-existence between different genders characterised by equality, equity, compassion and respect	Promotes understanding amongst learners and colleagues on the critical areas of action for attainment of gender equality aligned to conventions and declaration as well as cultural practices that promote gender inequalities.
	Develops learners' skills in applying cleanliness, hygiene protocols, identifying signs and symptoms of various illnesses.	Applies basic knowledge and understanding of infectious diseases outbreaks and how they impact health and wellness in school	Applies advanced knowledge and understanding of infectious diseases outbreaks and how they impact health and wellness in the school environments as well as	Leads in the application, monitoring and evaluation of school wide cleanliness and hygiene protocols and compliance to implementing national social service

		environments (Covid 19, TB, HIV & AIDS, Polio, measles e.t.c)	assist implement national social service programmes.	programmes.
	Supports the teacher in promoting safety, health, and environmental awareness among learners.	Applies foundational strategies to help build learners' awareness of safety, health, and environment in the classroom and school.	Develops and applies safety rules and regulations in the classroom and school environment as well as build learners' capacity to adhere to the safety rules and regulations.	Models application of safety, health and environment protocols and lead in establishment and coordination of school-based clubs to monitor implementation of safety, health and environment policy.
	Demonstrates knowledge and understanding of basic first aid care.	Applies foundational knowledge and understanding of basic first aid care.	Exhibits proficiency in administering basic first aid procedures.	Ensures effective implementation of basic first aid procedures.

Table 4.3: Domain 3: Professional Values/Attributes/Commitment

Domain 3: Professional Values/Attributes/Commitment				
Standard	Competences			
	Teacher Aide	Assistant Teacher	Teacher	Senior Teacher
Awareness of and respect for learners' diversity	Supports the creation of a classroom environment that promotes tolerance, fairness, and appreciation of diversity.	Applies foundational strategies to help create a fair and inclusive classroom environment that respects and values diversity.	Develops and implements learner-focused activities that promote diversity.	Expertly integrates diversity, equity and inclusion frameworks in instructional design.
Respect for learners'	Supports the creation of a respectful and inclusive	Applies foundational strategies to engage with	Articulates the rights of children and actions that	Exhibits excellent interpersonal skills that promote and protect

rights and dignity	classroom environment by assisting in activities that promote children's rights, justice, inclusion, and protection.	learners in a manner that respects and promotes their rights, justice, inclusion, and protection.	constitute violence against, abuse, exploitation, neglect and abandonment of children as well as builds learners concrete understanding and knowledge of them.	the rights and dignity of all learners regardless of gender, race, culture, language and socio-economic standing.
Respect for school system and colleagues	Adheres to relevant legislation, standards, policies, and regulations.	Demonstrates foundational understanding of relevant legislation, standards, policies, and regulations and complies in their implementation.	Complies with legislation, standards, policies and regulations relevant to their professional practice and assists in their implementation.	Complies with legislation, standards, policies and regulations relevant to their professional practice and monitors compliance.
	Engages and relates with colleagues in a manner characterized by <i>botho</i> , assertiveness and respect.	Engages and relates with colleagues in a manner characterized by <i>botho</i> , assertiveness and respect.	Engages and relates with colleagues in a manner characterized by <i>botho</i> , assertiveness and respect.	Engages and relates with colleagues in a manner characterized by <i>botho</i> , assertiveness and respect.
	Demonstrates basic understanding and knowledge of the Code of Ethics regulating their professional practice.	Demonstrates foundational understanding and knowledge of the Code of Ethics regulating their professional practice.	Demonstrates advanced understanding and knowledge of the Code of Ethics regulating their professional practice.	Models the best ethical behaviour of a teaching professional.
Role model to learners	Demonstrates positive behaviour, attitude and personal conduct that uphold the image of the profession.	Demonstrates positive behaviour, attitude and personal conduct that uphold the image of the profession.	Demonstrates positive behaviour, attitude and personal conduct that uphold the image of the profession.	Exhibits excellent professional conduct, attitude and behaviour that earns learners and public trust and reverence.
	Participates in socio-economic and cultural activities and projects that improve the livelihoods of the community.	Participates in socio-economic and cultural activities and projects that improve the livelihoods of the community.	Participates in socio-economic and cultural activities and projects that improve the livelihoods of the community.	Provides technical support and advice to community structures leading socio-economic activities and projects. (PTA, VDC, WDC, VET, DHMT).
Commitment	Demonstrates basic	Applies foundational	Demonstrates advanced	Models excellence in the

to continued professional development	knowledge and understanding of the concept of reflective teaching and its benefits.	knowledge and understanding of the concept of reflective teaching and its benefits.	knowledge, understanding and application of the concept of reflective teaching.	application of the concept of reflective teaching.
	Records feedback from learners and colleagues and uses the feedback to develop strategies to improve their teaching as well as develop annual professional development plan	Records feedback from learners and colleagues and uses the feedback to develop strategies to improve their teaching as well as develop annual professional development plan	Records feedback from learners and colleagues and uses the feedback to develop an annual professional development plan as well as a plan of their long-term career path.	Explores avenues for professional development to support their annual professional development plan and long-term career path plan
	Seeks membership of a relevant professional learning community and actively participates in its activities.	Seeks membership of a relevant professional learning community and actively participates in its activities.	Seeks membership of a relevant professional learning community and actively participates in its activities.	Seeks membership of a relevant professional learning community and actively participates in its activities.

Table 4.4: Domain 4: Professional Partnerships

Domain 4: Professional Partnerships				
Standard	Competences			
	Teacher Aide	Assistant Teacher	Teacher	Senior Teacher
Partnerships with learners, parents, industry, guardians, communities,	Demonstrates knowledge and understanding of teamwork, collaboration and stakeholder engagement.	Demonstrates knowledge and understanding of teamwork, collaboration and stakeholder engagement.	Demonstrates advanced skills in articulation and application of principles of teamwork, collaboration and stakeholder engagement.	Maps critical stakeholders in the teaching and learning environment and develops context specific strategies of engaging them.
	Participates in activities,	Participates in activities,	Participates in activities,	Provides administrative support

and stakeholders	initiatives and projects that link the school and community and other critical stakeholders	initiatives and projects that link the school and community and other critical stakeholders	initiatives and projects that link the school and community and other critical stakeholders.	in activities, initiatives and projects that link the school, community and other critical stakeholders.
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Table 4.5: Domain 5: Professional Leadership

Domain 5: Professional Leadership				
Standard	Competences			
	Teacher Aid	Assistant Teacher	Teacher	Senior Teacher
Leadership and management	Demonstrates basic knowledge and understanding of the school's vision, mission, values and culture.	Demonstrates foundational knowledge and understanding of the school's vision, mission, values and culture.	Demonstrates advanced Knowledge, understanding of a process to develop a school's vision, mission, values and culture.	Contributes in the development of a school's vision, mission, values and culture.
	Develops individual performance plans aligned to the school's strategic plan.	Develops individual performance plans aligned to the school's strategic plan.	Develops individual performance plans aligned to the school's strategic plan.	Participates in the development of organizational strategy and its cascading.

5. Standards and Competences for School Leaders

School leadership is a critical component in the quest to achieving teaching and learning excellence and in the context of Botswana's basic education sub-sector, school leadership arguably is a determining factor in terms of school pass rate, learner enrolment and drop-out rates, teacher performance and motivation, level of parental involvement as well as public perceptions

about the school. In some instances, some school heads on account of their professional abilities have earned confidence and trust amongst employers, parents, teachers, learners and communities alike as such had become ‘sought-after’ managers while others had been outright low performers and poor managers. Effective school leaders do not just emerge from out of thin air, however, principals need to be effectively selected and trained (Global Report on Teachers for Education 2030, 2024). In the context of Botswana’s basic education, school leadership is comprised of cadres at career stages of Head of Department/House, Deputy School Head and School Head and the standards adopted by Botswana Teaching Professionals Council in accordance with the African Framework of Standards and Competences for the Teaching Profession are outlined as follows;

- 5.1 Developing self and others
- 5.2 Leading professional knowledge, practice and conduct
- 5.3 Managing resources of the school
- 5.4 Promoting school improvement, innovation and change
- 5.5 Generating resources internally and ensuring accountability
- 5.6 Supporting learners’ enrolment and participation
- 5.7 Engaging and working with the community

Table 5.1: Standard: Developing Self and Others

Standard: Developing Self and Others	
Sub-	Competences

Standard	Head of Department/House	Deputy School Head/Principal	School Head/Principal
Attains minimum academic and leadership qualifications	Possesses a minimum of Bachelor of education or a relevant Degree with Post Graduate Diploma in Education complemented by proven supervisory capacity.	Possesses a minimum of Bachelor of education or a relevant Degree with Post Graduate Diploma in Education complemented by proven management capacity.	Possesses a minimum of Bachelor of Education or relevant Degree with Post Graduate Diploma in Education for Pre-Primary, Primary and Junior Secondary Education complemented by proven management training BUT a minimum of Master of Education or relevant Post Graduate Degree with Post Graduate Diploma in Education for Senior Secondary education level complemented by proven management training.
	Assists and leads staff in developing Personal Development Plans.	Mentors and coaches staff for career development.	Develops and supports a culture of learning and continuous professional development amongst staff members.
Advances through the leadership career path	Has served as Senior Teacher I in at least one (1) school for a minimum of two (2) years and demonstrated excellent supervisory skills and attributes.	Has served as head of department/House in at least one (1) school for a minimum of two (2) years and demonstrated advanced management skills and attributes.	Has served as Deputy School Head /Principal in at least one (1) school for a minimum of two (2) years and demonstrated excellent leadership capacity.
Earns good professional development portfolio	Models a perfect professional development portfolio of an experienced teacher.	Builds a focused professional development plan with set milestones.	Models a rich and specialist professional development portfolio.
Motivates professional development of teachers	Assists and guides teachers in identifying their professional development needs and pathways.	Motivates and supports teachers to develop personal development plans.	Identifies and records professional development needs of teachers and recommends professional development activities accordingly.
Attains professional standing and networks with colleagues	Has membership of and actively participates in activities of a community of professional practice for Heads of Departments/Houses.	Has membership of and actively participates in activities of a community of professional practice for Deputy School Heads	Has membership of and actively participates in activities of a community of professional practice for School Heads

Promotes knowledge and use of educational technologies	Leads departmental staff in identifying and contextualization of teaching and learning content for digitalization.	Demonstrates in-depth knowledge and skills of infusing various digital technologies in the teaching and learning environment.	Facilitates and supports uptake of digital technologies by learners, teachers and school support personnel.
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Table 5.2: Standard: Leading Professional Knowledge, Practice and Conduct

Standard: Leading Professional Knowledge, Practice and Conduct			
Sub Standard	Competences		
	Head of Department/House	Deputy School head/Principal	School Head/Principal
Leads Professional knowledge	Provides departmental staff with platforms for acquiring and perfecting professional knowledge through discussions, communities of practice meetings/seminars and document review.	Coordinates the development, implementation, monitoring and evaluation of school-based strategies to fast-track acquisition of professional knowledge in line with the professional teaching standards.	Exhibits expert professional knowledge, coaches and mentors staff members on acquisition of such.
Leads Professional practice	Assists departmental staff in conducting self-reflection on performance against the teaching standards as well as conduct lesson observations and provide feedback to teachers on performance assessments.	Coordinates the development, implementation, monitoring and evaluation of school-based strategies to fast-track acquisition of professional practice in line with the professional teaching standards.	Exhibits expert professional practice, coaches and mentors staff members on acquisition of such.
Leads Professional conduct	Provides departmental staff with platforms for acquisition and perfecting of professional conduct and ethos through discussions, communities of practice	Coordinates the development, implementation, monitoring and evaluation of school-based strategies to enhance compliance to professional conduct in line with the Code of Ethics	Exhibits the most desirous professional attributes and epitomizes integrity and honour in the teaching profession.

	meetings/seminars and document review.	for the teaching profession.	
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Table 5.3: Standard: Managing resources of the school

Standard: Managing resources of the school			
Sub Standard	Competences		
	Head of Department/House	Deputy School head/Principal	School Head/Principal
Sustains career development of staff members	Provides support and guidance to staff members in the development of professional development plans/activities in line with the Continuous Development (CPD) Framework for the teaching profession.	Collates interdepartmental professional development plans and activities and draws recommendations for approval by the School Head.	Reviews and recommends for approval by the Regional Education Office the professional development plans and activities of staff members in accordance with the Continuous Professional Development (CPD) Framework for the teaching profession.
Discharges human resource management functions	Provides academic, administrative support to departmental staff as well as perform supervisory roles at departmental level.	Assists in mapping staffing needs in accordance with the school establishment register, puts in place effective structures and mechanisms for professional, welfare and psycho-social support of staff including support personnel.	Maps and monitors staffing needs in accordance with the school establishment register, puts in place effective structures and mechanisms for professional, welfare and psycho-social support of staff including support personnel.
	Builds teams of departmental staff that are cohesive, responsive and performance focused.	Assists in institutionalizing a transformational, accountable, responsive and transparent leadership style that inspires teamwork,	Institutionalizes a transformational, accountable, responsive and transparent leadership style that inspires

		confidence as well as discharge of responsibilities in an effective manner.	teamwork, confidence as well as discharge of responsibilities in an effective manner.
Sustains Human Rights, Social Justice and Fairness	Avails platforms for departmental staff to engage with conventions, legislation and policy pronouncements that promote children's rights, human rights and social justice as well as assess the level at which such virtues are upheld in the learning and teaching environment.	Ensures social inclusion, diversity, human rights, relevant legislations and conventions are observed and infused in the school culture for learners, teachers and support staff.	Leads a school that models social harmony, national unity, and global ideals.
Manages Teaching and Learning Resources	Leads departmental staff in budget development, maintaining an inventory of resources as well as preserving and conserving departmental resources.	Maintains an updated inventory of school assets, teaching and learning resources as well as ensure they are secured.	Models good practices of effective and optimal use, maintenance and accountability for teaching and learning resources.

Table 5: Standard: Promoting School Improvement, Innovation and Change

Standard: Promoting School Improvement, Innovation and Change			
Sub Standard	Competences		
	Head of Department/House	Deputy School head/Principal	School Head/Principal
Develops strategic vision, plans and policies	Leads implementation and review of departmental strategic objectives as well as evaluate departmental performance against set targets.	Assists in cascading the school's vision, mission, core values and strategic objectives to all levels of the school community and evaluates interdepartmental performance against set targets.	Leads in cascading the school's vision, mission, core values and strategic objectives to all levels of the school community.
Innovates teaching and	Applies instructional leadership to build capacity of departmental staff to be agile	Applies instructional leadership to monitor and evaluate the effectiveness	Applies instructional leadership to model best practices in classroom

learning experience	and creative in developing effective teaching and learning materials, schemes of work, lesson planning as well as contextualization of the curriculum.	of interdepartmental teaching and learning materials, schemes of work and lesson planning in line with the curriculum assessment strategy.	innovation and creativity and supports teachers and learners attain a level of autonomy in the teaching and learning experience.
Assures quality of academic, leadership and managerial processes	Leads and guides staff members in applying reflective teaching as well as using feedback from various stakeholders for continuous improvement.	Leads development, monitoring and evaluation of policy guidelines for academic, assessment, learner support and administration processes.	Models expert application of quality assurance frameworks and risk-based thinking approach in academic and management processes.
Manages health and safety for all	Leads staff in developing guidelines, protocols and regulations that facilitate conformance to national social services programmes targeting children.	Builds capacity of staff, learners and support personnel to have expertise in dealing with health and safety issues and collaborates with relevant external authorities to ensure the health and safety of the school community.	Builds capacity for the school's academic and residential/boarding spaces to conform to safety, health and environment requirements of relevant legislation and standards.

Table 5.5: Standard: Generating Resources and Ensuring Accountability

Standard: Generating Resources and Ensuring Accountability			
Sub Standard	Competences		
	Head of Department/House	Deputy School head/Principal	School Head/Principal

Demonstrates efficiency in management of resources	Maintains an updated inventory of departmental resources as well as ensure resources are shared equitably amongst and used optimally by staff.	Develops and implements strategies to ensure optimal use, preservation and conservation of school resources and facilities.	Deploys teaching and learning resources as well as residential/boarding facilities to optimal use and prevents wastage and damage.
Exhibits transparency in procurement and management of school financial Resources	Promotes transparency and accountability amongst departmental staff in procurement of resources and management of school finances in line with procurement regulations.	Promotes transparency and accountability amongst teachers and support personnel in the utilization and management of school financial resources.	Puts in place and capacitates school oversight structures to regulate procurement processes as well as ensure compliance to procurement and financial management regulations.
Generation of resources for the school	Leads departmental staff and learners in developing proposals for funding as well as projects for revenue generation.	Assists in cascading an entrepreneurial mindset to the levels of teachers, support personnel and learners.	Demonstrates advanced entrepreneurial mindset and leads implementation of Public Private Partnerships.
Has expertise in financial management	Leads development of departmental budget and efficient utilization of the allocated funds.	Demonstrates knowledge of financial management practices and their application in all financial decisions and transactions.	Demonstrates proficiency in budgeting and capacitates staff in cost containment and compliance to financial management procedures.

Table 5.6: Standard: Supporting Learners' Enrolment, Participation and Learning

Standard: Supporting Learners' Enrolment, Participation and Learning			
Sub Standard	Competences		
	Head of	Deputy School head/Principal	School Head/Principal

	Department/House		
Promote enrolment, retention and throughput of learners	Ensures departmental staff maintains updated records of learner attendance registers, enrolment, retention and throughput as well as document learner drop-outs.	Maps and implements learner support interventions to enhance learner class attendance, enrolment, retention and throughput.	Collaborates with the community and other key stakeholders to ensure that learners in the community of appropriate age are enrolled and retained in school regardless of gender, special needs, socio-economic status, religion or ethnicity as well as engage parents, guardians and caregivers to provide reports on learners' academic performance to improve teaching and learning.
Ensure successful learning outcomes	Utilizes continuous assessment reports and feedback to design targeted remedial teaching and learning programmes and monitors learning achievements at departmental level.	Coordinates implementation and evaluation of school wide continuous assessment strategy and ensures that the strategy conforms to the requirements of curriculum assessment as well as BEC assessment standards.	Leads school wide continuous assessment strategy, ensures that the school meets curriculum assessment, BEC assessment standards and that all learners satisfy the requirements of curriculum assessment as well as ensure the school meets set academic performance targets.

Table 5.7: Standard: Engaging and working with the Community

Standard: Engaging and working with the Community			
Sub Standard	Competences		
	Head of Department/House	Deputy School head/Principal	School Head/Principal

Partners with relevant stakeholders	Contributes to the development, implementation and evaluation of the school stakeholder engagement plan.	Assists in the development and implementation of a context specific school stakeholder engagement plan and maintains cordial relations with parents, community, feeder schools, government agencies and other relevant stakeholders.	Leads the development and implementation of a context specific school' stakeholder engagement plan and maintains engagement with parents, community, feeder schools, government agencies and other relevant stakeholders.
Addresses community challenges through education	Leads and supports teachers to identify context specific educational and learning needs of students from the community and address them through effective teaching and learning.	Maps community structures and collaborates with them to identify social challenges that require educational interventions as well as plan feedback mechanisms.	Positions the school as the beacon of knowledge, innovation and a vehicle for social change.

6. Guidelines For Implementation of the Teaching Standards & Competences

6.1 Purpose of the Teaching Standards and Competences

The professional teaching standards and competences developed for basic education in Botswana will be put into use by various stakeholders and it therefore is imperative that consensus be built amongst the key players as outlined;

6.1.1 Botswana Teaching Professional Council

The Council will use the teaching standards for the following purposes;

- a) Coordination and monitoring of teacher education
- b) Development of licensure examinations/professional qualifying examinations
- c) Registration and licensing of teachers
- d) Provision of teacher continuous professional development
- e) Adjudication in teacher disciplinary matters and professional conduct

6.1.2 Teaching Cadre

The teaching cadre will use the teaching standards for the following purposes;

- a) Serve as attestation of a teacher as a professional
- b) facilitate career profiling and development
- c) Promote professionalism through clarity about competences
- d) Self-evaluation and career-long professional learning
- e) Inspire self-confidence
- f) Promote professional autonomy
- g) Justify and enhance teacher status, rewards, power and prestige
- h) Enhance teacher mobility across regional and international boundaries.

6.1.3 Employers

The employers will use the teaching standards for the following purposes;

- a) Periodic and annual performance evaluation of teachers and school leaders
- b) motivation for teacher performance
- c) improvement of working conditions

6.1.4 School Leaders and Education Managers

School leaders and education managers will use the teaching standards for the following purposes;

- a) Improve administrative precision
- b) Periodic and annual performance evaluation
- c) Enhance objectivity in teacher performance assessment
- d) Foster administration's ability to understand and meet individual needs of teachers and school leaders at different levels of their professional career
- e) facilitate appointment, deployment and reward of teachers and school leaders

6.1.5 Department of Curriculum Development

The department of curriculum development will use the teaching standards for the following purposes;

- a) influence reform of primary and secondary education curricula
- b) establish linkage between education curriculum and teaching standards

6.1.6 Teacher Education Institutions

Teacher education institutions will use the teaching standards for the following purposes;

- a) influence learning programmes development
- b) enhance micro teaching
- c) influence planning and implementation of teaching practice

6.1.7 Botswana Examinations Council

The Botswana Examinations Council will use the teaching standards for the following purposes;

- a) influence review of assessment standards
- b) reinforce alignment of assessment standards with curriculum assessment

6.1.8 Human Resource Development Council

The Human Resource Development Council will use the teaching standards for the following purposes;

- a) align education & training sector planning focusing on teacher education with professional teaching standards
- b) align policy advice on workplace learning focusing on teacher development with professional teaching standards

6.1.9 Botswana Qualifications Authority

Botswana Qualifications Authority will use the teaching standards for the following purposes;

- a) inform qualification development for teacher education learning programs.

6.1.10 Teacher Representative Unions

The Teacher Representative Unions will use the teaching standards for the following purposes;

- a) reinforce the sense of professionalism amongst members
- b) provide leverage for bargaining
- c) facilitate self-regulation in ethical and professional practice
- d) provide baseline assessment of the calibre of the teaching cadre

6.1.11 Education Research and Development Agencies

Education Research and Development Agencies will use the teaching standards for the following purposes;

- a) facilitate action research focusing on schools as teaching and learning institutions
- b) produce policy recommendations to improve teaching and learning

6.1.12 International Development Partners

International Development Partners will use the teaching standards for the following purposes;

- a) harmonize regional and global teaching practice

- b) Help in monitoring the prospects of achieving global and continental sustainable development goals
- c) provide a framework for transformation and funding of the teaching profession

6.1.13 Civil Society Organizations

Civil Society Organizations will use the teaching standards for the following purposes;

- a) provides a yardstick to measure educational performance
- b) provides basis for advocacy in matters affecting the teaching profession and basic education

6.1.14 Learners

Learners will use the teaching standards for the following purposes;

- a) provides a platform for understanding obligation of teachers towards them
- b) provides a sense of pride in the quality of education they receive

6.1.15 Parents, Guardians and Caregivers

Parents, Guardians and Caregivers will use the teaching standards for the following purposes;

- a) establish clear areas and bases for collaboration with teachers and schools.
- b) provide value for money.

6.1.16 Community/Society

Community/society will use the teaching standards for the following purposes;

- a) transparency and accountability in education
- b) earn their trust for the teaching profession
- c) recognition of the teaching profession

6.1.17 Government

The government will use the teaching standards for the following purposes;

- a) attract political will to transform the teaching profession
- b) assist in making decisions affecting teachers
- c) appreciate teachers' professional standing
- d) help improve overall governance of education

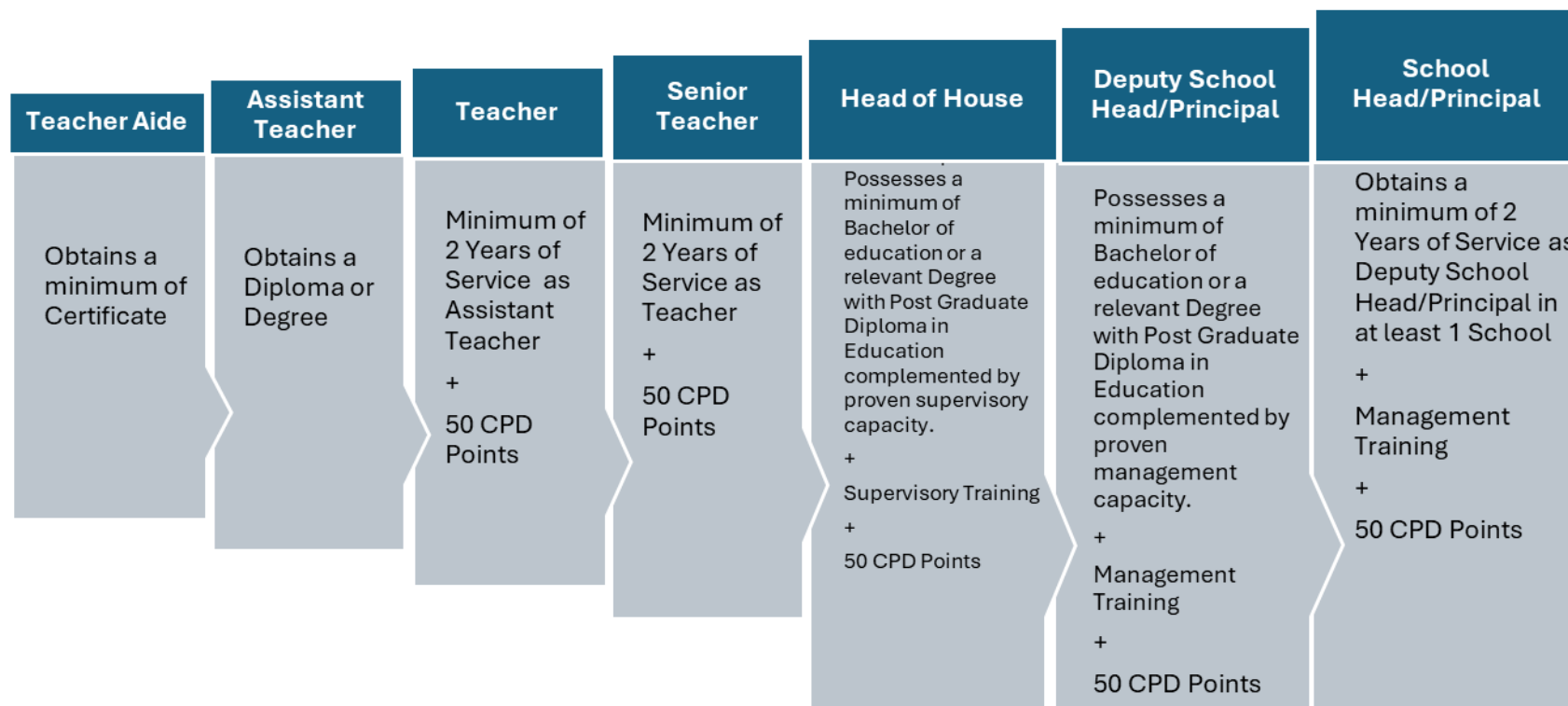
6.2 Teaching Standards and Competences for Career Advancement

The teaching standards and competences are linked to teacher career progression for purposes of inculcating continuous improvement and growth in terms of professional practice. A teacher's career progression is informed by the career stages a teacher goes through from the time they enter and exit professional practice. The upward career growth of a teacher is informed by professional qualifications, years of meticulous professional service and accumulation of pre-requisite continuous professional development points over a defined period of time as illustrated below;

Figure 1: illustration of Career Stages for Teachers

Career Stages						
1	2	3	4	5	6	7
Teacher Aide	Assistant Teacher	Teacher	Senior Teacher	Head of House	Deputy School Head/Principal	School Head/Principal

Figure 2: Illustration of career stages for teachers



7. Assessment of Teachers and School Leaders Performance Against the Standards

Teaching standards and competences primarily describe the knowledge, skills, values and conduct expected of a professional teacher as fundamental pre-requisites for effective teaching and learning hence evaluation of teaching and learning serves as a crucial feedback mechanism for teachers, allowing them to understand various stakeholders' perceptions of their teaching practices and learning effectiveness. Feedback from assessment assists teachers to make informed decisions regarding amongst others upgrading their skills set, adjusting their lesson planning approaches, teaching methods and learning content thereby facilitating the quest for excellence. Evaluation of teacher performance against teaching standards is a part of reflective teaching which involves engagement of key stakeholders mainly colleagues and supervisors in the teaching and learning experience to evaluate the teacher's classroom skills. However, there exist other progressive thoughts to ensure that teaching remains responsive and student centric. This dimension posits that it is important to consider learners as part of the critical stakeholders in the teaching and learning process and involve them in assessment of teacher performance.

360-degree feedback also known as multi-source feedback or multi-rater feedback is an evaluation method that collects performance feedback from various sources, including supervisors, peers, subordinates and learners. The approach provides a well-rounded view of a teacher's strengths and areas for improvement, moving beyond the traditional single-source feedback from a direct supervisor. It accords learners a voice in shaping their educational journey.

7.1 Key Considerations when Involving Learners in Assessment of Teacher Performance

- i. Framework Alignment: The assessment tools for teacher performance will adopt the principles of the 360 Degree Feedback framework.
- ii. Capacity Building: Learners, teachers and school leaders will be sensitized and trained on the value, principles, and practical application of performance evaluation processes, including the use of multi-source feedback. This will ensure informed participation, enhance ownership of the evaluation process, and strengthen the culture of reflective practice and continuous professional growth.
- iii. Lower primary level learners will require objective assistance in conducting assessment of teacher performance.
- iv. Assessment tools for teacher performance used by learners will be designed to suit the context and level of their cognitive and emotional development.

- v. Simple, Reliable Measures: A Likert Scale rating format will be adopted to ensure ease of use and clarity for learner respondents.
- vi. Confidentiality: Learner evaluation of teacher performance will be confidential to protect the learner from possible victimization and discrimination.
- vii. Development Focus: Results of the teacher performance evaluation will be used solely for purposes of teacher professional development and improvement of the equality of teaching and learning.

7.2 Assessment Tools

Teachers' performance against the teaching standards and competences will be assessed based on the career stages at which they will be and in line with the competence requirements for that stage. The assessment tools are therefore listed as annexures to this document as follows;

Annexure A – Teacher Aid Assessment Tool

Annexure B – Assistant Teacher Assessment Tool

Annexure C – Teacher Assessment Tool

Annexure D – Senior Teacher Assessment Tool

Annexure E – Head of House Assessment Tool

Annexure F – Deputy School Head/Principal Assessment Tool

Annexure G – School Head/Principal Assessment Tool

Annexure H – Primary Education Learner Assessment Tool for Teacher Performance

Annexure I - Secondary Education Learner Assessment Tool for Teacher Performance

The assessment tool is grounded in a comprehensive framework that aligns with established professional teaching and leadership standards. It encompasses the full range of knowledge, skills, attitudes, and competencies required for effective instructional and leadership practice in education. It is designed to support reflective teaching and informed professional development through structured, meaningful, and actionable feedback.

A cornerstone of the assessment model is the integration of 360-degree feedback, also known as multi-source or multi-rater feedback. This evaluation method collects input from various stakeholders, supervisors, peers, subordinates, and, where

appropriate, students and parents, to provide a holistic and balanced view of a teacher's or leader's performance. This approach moves beyond traditional evaluation methods by incorporating diverse perspectives that can reveal both strengths and areas for improvement. This feedback mechanism helps educators make evidence-informed adjustments to their teaching strategies and curriculum content, thereby fostering innovation, responsiveness, and student-centred learning environments. In doing so, it also enhances the teacher's capacity to:

- Improve lesson planning
- Innovate teaching methods
- Share professional experiences
- Adopt and adapt best practices
- Plan for continuous professional development

7.3 KEY CONSIDERATIONS FOR IMPLEMENTATION

To ensure the effective and ethical integration of 360-degree feedback, the following principles will guide implementation:

- i. **Capacity Building:** Teachers and school leaders will be sensitized and trained on the value, principles, and practical application of performance evaluation processes, including the use of multi-source feedback. This will ensure informed participation, enhance ownership of the evaluation process, and strengthen the culture of reflective practice and continuous professional growth.
- ii. **Simple, Reliable Measures:** A Likert Scale rating format will be adopted to ensure ease of use and clarity for student respondents.
- iii. **Framework Alignment:** The entire evaluation process will adhere to the guiding principles of the 360-degree feedback model.
- iv. **Development Focus:** Evaluation results will be used solely for professional development and the enhancement of teaching quality, not for punitive purposes.

This assessment framework may be applied in a variety of contexts, including formative assessments, performance appraisals, and leadership development initiatives. It is intended to contribute to a culture of transparency, accountability, and continuous learning within educational institutions. The subsequent sections of this document detail the Teaching and Leadership Standards and

Competencies, which serve as the foundation for this assessment. Each domain and its corresponding indicators establish clear expectations for professional excellence in education.

This assessment tool and its supporting standards and competencies are intended to foster a culture of continuous improvement, transparency, and collaboration within the teaching profession. By valuing diverse perspectives and emphasizing reflective practice, it contributes meaningfully to the professionalization of educators and to the improvement of learning outcomes in schools.

8. Review and Renewal of the Teaching Standards and Competences

The Teaching Standards and Competences must be responsive to the socio-political, economic, curriculum and technological changes as they unfold to bring teaching and learning at par with the demands brought about by such changes. In this regard, BOTEPCO recommends that the teaching standards and competences be reviewed every five (5) years in response to prevailing circumstances. BOTEPCO shall establish and chair a Review Committee comprised of representatives of all constituent stakeholders.

9. Stakeholder Consultations

Development of standards and competences for teachers and school leaders will involve engagement with the following critical stakeholders:

- 9.1 Technical Working Group for the project to develop teaching standards and competences
- 9.2 Reference Committee for the project to develop teaching standards and competences
- 9.3 Leadership of Teacher Representative Unions
- 9.4 The teaching fraternity in the various regions

10. Conclusion

The teaching standards and competences will significantly contribute towards effective teaching and learning in schools thus contribute towards the role basic education plays in the advancement of national development goals. Amongst the critical outcomes should be professionalization of teaching, improved teacher performance, improved educational outcomes, effective management of schools and creation of safe and learner friendly school environment. The presence of these attributes will further support Botswana's socio-economic vision of becoming a knowledge society supported by an innovation-driven economy.

List of Annexures

Annexure A – Teacher Aid Assessment Tool

Annexure B – Assistant Teacher Assessment Tool

Annexure C – Teacher Assessment Tool

Annexure D – Senior Teacher Assessment Tool

Annexure E – Head of House Assessment Tool

Annexure F – Deputy School Head/Principal Assessment Tool

Annexure G – School Head/Principal Assessment Tool

Annexure H – Primary Education Learner Assessment Tool for Teacher Performance

Annexure I - Secondary Education Learner Assessment Tool for Teacher Performance

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