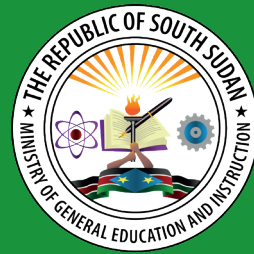# Teacher Education Quality Framework

Teacher education will be underpinned by the values and principles of:

Inclusion and equity	Compassion and social justice	Collaboration and cooperation	Respect and integrity	Peace and tolerance

Teacher education programmes should adopt a number of design principles.

Programmes should:

- Support the well-being of teachers
- Acknowledge the multifaceted circumstances that teachers find themselves in
- Be evidence-informed and supported by research
- Be rigorous with respect to monitoring, evaluation and review cycles
- Promote the need to engage meaningfully with teachers when designing teacher education programmes and materials
- Provide follow-up and ongoing support for teachers
- Be frequent and regular rather than 'one-off' in nature and school-based where possible
- Commit to developing communities of practice
- Commit to engaging with stakeholders in various way to strengthen the system of teacher education
- Be aligned to the new school's curriculum
- Be based on the syllabi for the pre-service national certificate, diploma and degree courses
- Be based on professional standards for teachers and the code of conduct
- Be guided by the principles of Child Friendly Schools including guidance on Safeguarding and Child Protection
- Be anti-corruption
- Promote language development; language of teachers (Arabic pattern and mother tongue should not be seen as a language barrier, but instead an opportunity); language ECD to P3; transition year P4; English

Priority areas for teacher education:

1. More qualified teachers
2. More female teachers
3. Strengthen systems for teacher training (national teacher training institutions (NTTIs), faculty of education, County Education Centres (CECs))
4. Tiered pre-service training aligned to the new curriculum: certificate, diploma, degree
5. Inclusive, needs-based CPD
6. Coordinated efforts to strengthen the workforce
7. School leadership
8. A clear career structure for teachers: qualification/accreditation and awards