

Kenya



TEACHERS

SABER Country Report
2014

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Policy Goals

1. Setting clear expectations for teachers

While the variety of teacher tasks is recognized, no time is officially allotted for teachers to prepare lessons or complete any tasks other than teaching.

Status

Established



2. Attracting the best into teaching

The high educational requirement for secondary teachers and career opportunities may attract high quality candidates. However, the low educational requirement for primary school teachers and working conditions may result in lower quality teachers.

Emerging



3. Preparing teachers with useful training and experience

While secondary school teachers have substantial pre-service training, primary school teachers receive substantially less. Teacher preparation is buttressed by some supervised classroom experience, but this remains quite limited.

Emerging



4. Matching teachers' skills with students' needs

Policies allow for significant hardship allowances for teachers in hard-to-staff schools, but there is no policy to identify or attract teachers of critical shortage subjects.

Emerging



5. Leading teachers with strong principals

Policies for principal duties include supporting teachers' instructional improvement. Recent reforms seek to provide specialized training for principals where possible.

Emerging



6. Monitoring teaching and learning

Policies stipulate that comprehensive teacher evaluations and student assessments are to be used to help identify areas for improvement in classroom, but they do not describe how student and teacher assessments are used to help policymakers improve the system.

Emerging



7. Supporting teachers to improve instruction

Teachers are not required to continuously learn through professional development, but teachers can be required to attend professional development based on performance evaluations.

Latent



8. Motivating teachers to perform

Career opportunities are linked to performance and there are basic accountability mechanisms. However, there are no ongoing requirements to remain in the profession.

Emerging



Overview of SABER-Teachers

There is increasing interest across the globe in attracting, retaining, developing, and motivating great teachers. Student achievement has been found to correlate with economic and social progress (Hanushek & Woessmann 2007, 2009; Pritchett & Viarengo 2009; Campante & Glaeser 2009), and effective teachers are key. Recent studies have shown that teacher quality is the main school-based predictor of student achievement and that several consecutive years of outstanding teaching can offset the learning deficits of disadvantaged students (Hanushek & Rivkin 2010; Rivkin, et al. 2005; Nye et al. 2004; Rockoff 2004; Park & Hannum 2001; Sanders & Rivers 1996). However, achieving the right teacher policies to ensure that every classroom has a motivated, supported, and competent teacher remains a challenge, with many gaps still in the evidence. Teacher effectiveness is also related to other design features of reforms with teacher policies having different impact depending on the context and other education policies in place.

The SABER-Teachers tool aims to help fill some of these gaps by collecting, analyzing, synthesizing, and disseminating comprehensive information on teacher policies in primary and secondary education systems around the world. SABER-Teachers is a core component of SABER (Systems Approach for Better Education Results), an initiative launched by the Human Development Network of the World Bank. SABER collects information about different education systems' policy domains, analyzes it to identify common challenges and promising solutions, and makes it widely available to inform country decisions on where and how to invest in order to improve education quality.

SABER-Teachers collects data on ten core teacher policy areas to offer a comprehensive descriptive overview of the teacher policies that are in place in each participating education system (see Box 1). Data are collected in each participating education system by a specialized consultant using a questionnaire that ensures comparability of information across different education systems. Data collection focuses on the rules and regulations governing teacher management systems. This information is compiled in a comparative database where interested stakeholders can access detailed information organized along relevant categories that describe how different education systems manage their

teacher workforce, as well as copies of supporting documents. The full database is available at the SABER website (<http://saber.worldbank.org/>)

Box 1. Teacher policy areas for data collection

1. Requirements to enter and remain in teaching
2. Initial teacher education
3. Recruitment and employment
4. Teachers' workload and autonomy
5. Professional development
6. Compensation (salary and non-salary benefits)
7. Retirement rules and benefits
8. Monitoring and evaluation of teacher quality
9. Teacher representation and voice
10. School leadership

To offer informed policy guidance, SABER-Teachers analyzes the information collected to assess the extent to which the teacher policies of an education system are aligned with those policies that the research evidence to date has shown to have a positive effect on student achievement. SABER-Teachers focuses on eight Teacher Policy Goals:

1. Setting clear expectations for teachers;
2. Attracting the best into teaching;
3. Preparing teachers with useful training and experience;
4. Matching teachers' skills with students' needs;
5. Leading teachers with strong principals;
6. Monitoring teaching and learning;
7. Supporting teachers to improve instruction;
8. Motivating teachers to perform (see Figure 1).

Figure 1: 8 Teacher Policy Goals



The eight Teacher Policy Goals are functions that all high-performing education systems fulfill to a certain extent in order to ensure that every classroom has a motivated, supported, and competent teacher. These goals were identified through a review of evidence of research studies on teacher policies and the analysis of policies of top-performing and rapidly-improving education systems. Three criteria were used to identify them. Teacher policy goals had to be: (i) linked to student performance through empirical evidence; (ii) a priority for resource allocation; and (iii) actionable, that is, actions governments can take to improve education policy. The eight teacher policy goals exclude other objectives that countries might want to pursue to increase the effectiveness of their teachers, but on which there is to date insufficient empirical evidence to make specific policy recommendations.

By classifying countries according to their performance on each of the eight Teacher Policy Goals, SABER-Teachers can help diagnose the key challenges that countries face in ensuring they have effective teachers. For each policy goal, the SABER-Teachers team identified policy-levers (actions that governments can take to reach these goals) and indicators (which measure the extent to which governments are making effective use of these policy-levers). Using these policy-levers and indicators, SABER-Teachers classifies education system performance on each of the eight teacher policy goals using a four-category scale (latent, emerging, established, and advanced). These categories describe the extent to which a given education system has in place teacher policies that are known to be related to

improved student outcomes. The main objective of this assessment is to identify the strengths and weaknesses of the teacher policies of an education system and pinpoint possible areas for improvement. For a more detailed report on the eight teacher policy goals, policy-levers and indicators, as well as the evidence base supporting them, see Vegas *et al.* (2012).

The main focus of SABER-Teachers is on policy design/intent, rather than on policy implementation. SABER-Teachers analyzes the teacher policies formally adopted by education systems. However, policies “on the ground”—that is, policies as they are actually implemented at school or other institutional level—often differ quite substantially from policies as originally designed. This can be due to the political economy of the reform process, lack of capacity of the organizations in charge of implementing them, and/or the interaction between these policies and other specific contextual factors. Since SABER-Teachers collects limited data on policy implementation, the assessment of teacher policies presented in this report needs to be complemented with detailed information that describes the actual configuration of teacher policies on the ground.

This report presents the results of the application of SABER-Teachers in Kenya. It describes Kenya’s performance with each of the eight Teacher Policy Goals, alongside comparative information from education systems that have consistently scored high results in international student achievement tests and have participated in SABER-Teachers. Additional descriptive information on Kenya and the teacher policies of other education system can be found on the SABER website (<http://saber.worldbank.org/>)

Kenya’s teacher policy system results

Goal 1: Setting clear expectations for teachers

Established ●●●○

Setting clear expectations for student and teacher performance is important to guide teachers’ daily work and to align resources so that teachers can improve instructional practice. In addition, clear expectations can help ensure there is coherence among different key aspects of the teaching profession, such as teacher initial

education, ongoing professional development, and teacher appraisal. SABER-Teachers considers two policy-levers that school systems can use to reach this goal: (1) clear expectations for what students should know and be able to do and for how teachers should help students reach these goals; and (2) useful guidance on teachers' use of time to be able to improve instruction at the school level.

(1) In Kenya, there are expectations for what students are expected to learn and for what teachers are supposed to do. The Kenya Institute of Curriculum Development is responsible for setting goals and aims of the curriculum, providing and controlling the national curriculum, and setting student standards. A revision of the curriculum is expected to begin in 2014. Teacher duties are clearly stipulated by the Teachers Service Commission.

(2) Teachers in Kenya are not provided with extra time to complete duties beyond teaching time with students. Successful education systems such as Ontario, Finland, Japan, South Korea, and Singapore devote considerable time at the school level to activities that are related to instructional improvement, such as collaboration among teachers on the analysis of instructional practice, mentoring, and professional development (Darling Hammond & Rothman 2011, Darling-Hammond 2010, Levin 2008). Japan, for example, devotes about 40 percent of teachers' working time to these types of activities, while Ontario currently devotes 30 percent (Darling Hammond & Rothman 2011).

In Kenya, policies enumerate the duties of teachers, which include conducting class teaching; preparing lessons, tracking student progress, and developing learning materials. Senior teachers have duties that include helping design the curriculum, preparing teacher professional development, and conducting evaluations.

While Kenya's policies recognize the breadth of teacher duties and the importance of improving instruction, teachers are not provided with the extra time during the workday to complete all these activities. Official teacher working time is exclusively the time spent teaching. This may result in insufficient time being devoted to lesson planning, the grading of student work, the analysis of student performance trends, and other activities that research suggests are associated with the improvement of education quality at the school level.

Figure 2. Teachers' official tasks related to school improvement

	Kenya	Japan	Shanghai	Singapore
Mentor peers		✓		✓
Collaborate on school plan	✓	✓	✓	✓
Design the curriculum	✓	✓		✓
Participate in school evaluation		✓		✓

Source: SABER-Teachers data.

Goal 2: Attracting the best into teaching

Emerging ●●○○

The structure and characteristics of the teaching career can make teaching less attractive for talented individuals. Talented people may be more inclined to become teachers if they see that entry requirements are on par with those of well-regarded professions, if compensation and working conditions are adequate, and if there are career opportunities for them to grow professionally.

SABER-Teachers considers four policy-levers school systems can use to reach this goal: (1) requirements to enter the teaching profession; (2) competitive pay; (3) appealing working conditions; and (4) attractive career opportunities.

(1) In Kenya, the requirements for new teachers may attract talented candidates at the secondary but not primary level. Most high-performing education systems require all teachers to possess at minimum a Bachelor's degree and to have other stringent requirements for entry to the profession. Such demanding requirements suggest it is an esteemed profession. In Kenya, primary school teachers are only required to complete a two-year training program after completing secondary school and a proficiency examination (Revised Scheme of Service for Non-Graduate Teachers, 2007). Permanent secondary school teachers are required to complete a Bachelor's degree as well as a one-year postgraduate diploma.

Multiple paths of entry to the teaching profession allow candidates to enter from wide career backgrounds.

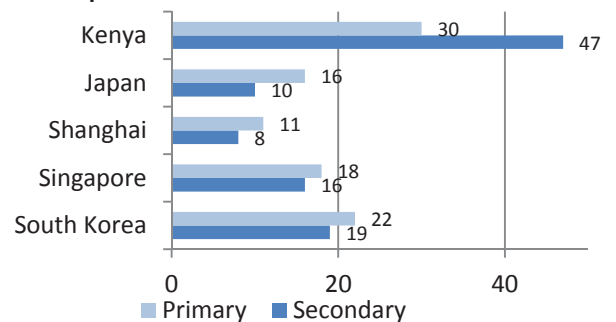
Providing a training path for professionals with subject knowledge, but not teaching skills, also broadens the pool of potential teachers. In Kenya, there is only one path to become a primary teacher and one path to become secondary school teacher. Primary school teachers must all complete the same two-year program, regardless of their background. Secondary school teachers who have completed a Bachelor's degree in a field other than education cannot become trained teachers without completing the Bachelors in Education as well (Revised Scheme of Service for Graduate Teachers and Lecturers, 2007).

(2) The teacher salary structure may not appeal to talented candidates. Linking compensation to performance on the job may signal to talented individuals who are considering entering the teaching profession that there are opportunities for professional growth based on their effort and skill level. Teacher salaries in Kenya change over the course of a teacher's career depending on her or his rank in the teacher career ladder, which in turn is determined by a number of factors including the results of performance evaluations (Revised Scheme of Service for Graduate Teachers and Lecturers, 2007). Individual teachers also receive monetary bonuses for high performance.

(3) Working conditions in schools may deter candidates from the profession. While school conditions are important for the students' learning environment, they also are important to teachers as their working environment. The official policy recommendation for Pupil Teacher ratio for primary schools in Kenya is 40:1. The UNESCO Institute for Statistics estimated the ratio as 47: 1 in primary schools and 30: 1 in secondary schools, but there is a high degree of variability, including overcrowded classrooms, in different locations. This is substantially higher than in many high-performing systems (see Figure 3). There are minimum standards for school infrastructure, but Ministry data were not available on the quality of the physical conditions of schools. This makes it difficult to assess the extent to which this factor may affect the quality of teacher entrants. From the 2013 Service Delivery Indicator Survey, minimum infrastructure resources in primary schools which were assessed included the provision of accessible toilets, sufficient light to read the blackboard from the back of the classroom, and the supply of school inputs such as books and availability of basic teacher equipment. These compared favorably with Kenya's

policy norms, although once again there was great variation in different locations.

Figure 3. Pupil-teacher ratios



Source: SABER-Teachers data, UNESCO Institute for Statistics.

(4) There are attractive career opportunities in the teaching profession. Most education systems offer teachers the possibility of being promoted to principal positions at some point in their careers. In addition to these “vertical” promotions, most high-performing education systems offer teachers the possibility of “horizontal” promotions, to academic positions that allow them to grow professionally as teachers and yet remain closely connected to instruction, instead of moving up to managerial positions (OECD 2012, Darling-Hammond 2010). In Kenya, teachers may be promoted to two different types of positions: heads of schools and heads of departments which are largely administrative positions. Heads are expected to formulate education plans, develop and organize teacher workshops and seminars, and induct new teachers. Opportunities for promotion are mostly meritocratic, which helps make the profession attractive to motivated candidates.

Goal 3: Preparing teachers with useful training and experience

Emerging ●●○○

Equipping teachers with the skills they need to succeed in the classroom is crucial. Teachers need subject mastery and pedagogic knowledge, as well as classroom management skills and considerable teaching practice to be successful in the classroom.

SABER-Teachers considers two policy-levers school systems can use to reach this goal: (1) minimum standards for pre-service training programs; and (2) required classroom experience for all teachers.

(1) Teacher initial education in Kenya is considerable for secondary but not primary teachers. Virtually all high-performing countries require that teachers have an educational level equivalent to International Standard Classification of Education (ISCED) 5A (a research-focused Bachelor's degree), and some systems, such as Finland, require in addition a master's degree (OECD 2011). In Kenya, one can become a primary school teacher with only two years of postsecondary education. Secondary school teachers are required to have a Bachelor's degree and an additional educational requirement.

(2) Teacher entrants are required to have substantial opportunities for classroom practice. Research has shown that practical experience is an important factor in teaching quality (Darling-Hammond 2000). The more teachers develop their pedagogical approaches, subject-matter knowledge, and classroom management skills with students, the more effective they will be in their job. In Kenya, the policy indicates that all teacher candidates must complete 3-6 months of supervised practical professional experience as part of their training and an induction program. The teacher practicum at the Primary Teacher Training Colleges is only 9 weeks, split into three 3-week sessions. The third practicum is devoted almost entirely to assessment, leaving only six weeks for the trainees' hands on-experience of teaching.

Once appointed in schools, principal teachers are officially expected to help induct new teachers into the system, although there is no formal induction program.

Figure 4. Required classroom experience, primary school teachers

	Kenya	Japan	Shanghai	Singapore	South Korea
3 months or less	✓				✓
12 months or less			✓		
12-24 months				✓	
More than 24 months		✓			

Source: SABER-Teachers data

Goal 4: Matching teachers' skills with students' needs

Emerging ●●○○

Ensuring that teachers work in schools where their skills are most needed is important for equity and efficiency. First, it is a way of ensuring that teachers are distributed as efficiently as possible, so that there are no shortages of qualified teachers at any given grade, education level, or subject. Second, it is a means of ensuring that all students in a school system have an equal opportunity to learn. Without purposeful allocation systems, it is likely that teachers will gravitate towards schools serving better-off students or located in more desirable areas, deepening inequalities in the system.

SABER-Teachers considers two policy-levers school systems can use to reach this goal: (1) incentives for teachers to work in hard-to-staff schools; and (2) incentives for teachers to teach critical shortage areas.

(1) Teachers can receive salary differentials for teaching in hard-to-staff areas, which may ease staffing difficulties in hard-to-staff schools. Attracting effective teachers to work in hard-to-staff schools (schools that are in disadvantaged locations or serve underprivileged populations) is a challenge for many countries, and often requires a specific set of incentives. In Kenya, the salary scale provides a hardship allowance of 30% of base salary to teachers in hard-to-staff schools (Agreement on Teacher Salaries, 2012). This may encourage teachers to voluntarily distribute themselves more equitably throughout the system. Some high-performing systems, such as Ontario, assign their most effective teachers to hard-to-staff schools, and offer greater career advancement to those with experience in challenging environments.

(2) Kenya has limited identification of subjects with teacher shortages, and there are no additional incentives for teachers to teach such subjects. In almost all education systems, it is more difficult to attract teachers of some subjects than others. Despite a perceived lack of teachers in particular subjects in Kenya, there are no formal written policies to attract teachers of such subjects, such as monetary bonuses, scholarships, loan assumption, or housing support. In high-performing systems, various incentives exist to attract talented

professionals, particularly from high-demand fields, into teaching of critical shortage subjects.

Figure 5. Incentives for teachers to teach in hard-to-staff schools

	Kenya	Japan	Shanghai	Singapore	South Korea
Promotion			✓		✓
Higher basic salary		✓			
Monetary bonus	✓	✓	✓		
Subsidized education			✓		
Housing support		✓			✓

Source: SABER-Teachers data. Note: Singapore has no specific incentives to attract qualified teachers to hard-to-staff schools, but it does have a centrally managed teacher deployment system that is intended to ensure an equitable and efficient distribution of teachers.

Goal 5: Leading teachers with strong principals

Emerging ●●○○

The quality of school heads is an important predictor of student learning. Capable principals can act as instructional leaders, providing direction and support to the improvement of instructional practice at the school level. In addition, capable principals can help attract and retain competent teachers.

SABER-Teachers considers two policy-levers school systems can use to reach this goal: (1) education system's investment in developing qualified school leaders; (2) decision-making authority for school principals to support and improve instructional practice.

(1) In Kenya, principals are required to receive specialized training. Principals' leadership skills can be developed through supported work experience or through specific training courses. High-performing systems such as Japan, South Korea, Shanghai, and Singapore require the participation of applicants to principal positions in specific coursework and/or a specialized internship or mentoring program aimed at developing essential leadership skills (OECD, 2012; Darling-Hammond, 2010).

In Kenya, to be promoted to head teacher positions at the secondary level, teachers are required to take leadership and management courses at the Kenya Educational Management Institution (policy on "Identification, Selection, Appointment, Deployment, and Training of Heads of Post-Primary Institutions", 2007). While the government offers the annual "Principal of the Year" award, there is no system of incentives to reward head teacher performance, such as a performance-based component of their salary. While head teachers often serve as heads of department before promotion, there is no induction or internship program to help them transition into this role.

Figure 6. Mechanisms to support the development of principals' leadership skills

	Kenya	Japan	Shanghai	Singapore	South Korea
Courses or other training requirements	✓		✓	✓	✓
Mentoring or internship program		✓		✓	

Source: SABER-Teachers data

(2) Principals in Kenya are explicitly expected to monitor teacher performance and to provide support and guidance to teachers for the improvement of instructional practice. Once education systems get talented candidates to become principals, they need to structure their time to focus on improving instruction (OECD 2012, Barber & Mourshed 2007). High-performing education systems such as Finland, Ontario, and Singapore think of their principals as instructional leaders. Principals are expected to be knowledgeable in teaching and curriculum matters, as well as to provide guidance and support to teachers. They evaluate teachers, provide feedback, assess the school's needs for professional development, and direct instructional resources to where they are most needed (Darling-Hammond & Rothman 2011). In Kenya, principals are expected to play a role in evaluating teacher and overall school performance, of the school overall, and providing guidance on the curriculum and teaching-related tasks.

Goal 6: Monitoring teaching and learning

Established ●●●○

Assessing how well teachers are contributing to student learning and whether students are learning is essential to devise strategies for improving teaching and learning. First, identifying low-performing teachers and students is critical for education systems to be able to provide struggling classrooms with adequate support to improve. Second, teacher and student evaluation also helps identify good practices that can be shared across the system to improve school performance.

SABER-Teachers considers three policy levers school systems can use to reach this goal: (1) availability of data on student achievement in order to inform teaching and policy; (2) adequate systems to monitor teacher performance; (3) multiple mechanisms to evaluate teacher performance.

(1) In Kenya, there are systems in place to assess student learning in order to inform policy but little to inform teaching practice. All high-performing education systems ensure that there is enough student data to inform teaching and policy, but they do so in very different ways. Regardless of the mechanism they decide to follow, high-performing systems ensure that three main functions are fulfilled: (1) there is a system to collect relevant and complete data on student achievement regularly; (2) there is a mechanism for public authorities to have access to these data so that they can use it to inform policy; and (3) there is a mechanism to feed these data and relevant analyses back to the school level, so that teachers can use them to inform the improvement of instructional practice.

In Kenya, there are some large-scale assessments. The Kenya National Assessment Centre, was established by the Kenya National Examinations Council to coordinate assessment activities in the country and to monitor learning achievement. In 2009 it also assessed a sample of grade 3 students. In addition, Uwezo, a civic and social accountability initiative that aims to improve competencies in literacy and numeracy among children aged 6-16 years old in Kenya, Tanzania and Uganda, has been conducting annual sample-based national assessments in Kenya since 2010. Uwezo's reports provide a national snapshot of the abilities of children in and out of school. In addition, there are

leaving examinations at the end of both primary and secondary school. While they both may serve to help policy makers improve curriculum and national strategy, to date, it is difficult for teachers to gain access to use this information to improve their individual practice. Uwezo can provide national and district level information, and leaving examinations only measure the final year of schooling, regulating entry to the next level of schooling. There is however new discussion about making results available for primary schools for teachers to reflect where there are student learning difficulties and for making changes in classroom instruction. This remains promising.

(2) There are some systems in place to monitor teacher performance. Constructive teacher evaluations can serve to identify areas of improvement and support. In Kenya, policy requires teachers to be evaluated by the Directorate of Quality Assurance and Standards. Evaluations are reported to authorities, but they cannot be tracked over time. By doing so, it would allow authorities to identify teacher improvement over their career and provide appropriate support. High performing systems often integrate this information into their Education Management Information System (EMIS).

(3) Multiple mechanisms and criteria are to be used to evaluate teacher performance in Kenya. Most high-performing systems conduct teacher evaluations using a multiplicity of mechanisms of data collection and varied criteria for assessment. In Kenya, policy requires evaluators to receive feedback from colleagues, head teachers, principals, and parents; evaluate student performance; conduct classroom observations; and evaluate teaching materials. Evaluations are meant to consider a variety of criteria, including teacher knowledge, methods, student assessment methods, and outcomes (Quality Index, 2010). A new school-based Teacher Appraisal and Development (TAD) system, in association with the Teachers Service Commission, is now being piloted.

Figure 7. Criteria to evaluate teacher performance

	Kenya	Japan	Shanghai	Singapore	South Korea
Subject matter knowledge	✓	✓		✓	✓
Teaching methods	✓	✓	✓	✓	✓
Student assessment methods	✓	✓	✓	✓	✓
Students' academic achievement	✓		✓		

Source: SABER-Teachers data

Goal 7: Supporting teachers to improve instruction

Latent●○○○

Institutions and policies are necessary to help teachers improve instruction at the school level. To improve instructional practice, teaching staff and school leadership need to be able to regularly analyze student learning levels and difficulties, reflect on the specific challenges they face in classroom teaching, have access to information on best practices to address these challenges, and receive specific support tailored to these needs.

SABER-Teachers considers three policy-levers that school systems can use to reach this goal: (1) availability of opportunities for teacher professional development; (2) teacher professional development activities that are collaborative and focused on instructional improvement; and (3) professional development that is assigned to teachers based on their perceived needs.

(1) Teachers are required to attend some professional development. High-performing systems integrate opportunities for teacher improvement into their work and cater to individual teacher needs. In Kenya, teachers are required to attend professional development when stipulated by the Teachers Service Commission, but nothing beyond this (Teachers Service Commission Act, 2012). The Government pays for required professional development, and in many cases pays teachers while they attend postsecondary colleges and universities, including (i) untrained graduate teachers attaining the Post Graduate Diploma in Education, (ii) untrained technical teachers attending the Kenya Technical

Teachers College, and (iii) trained technical trainers acquiring their Master's degree (Teachers Service Commission Study Leave Policy, 2012). While supporting teachers as they study for degrees does not substitute for ongoing training of all teachers, it may facilitate improving the proportion of teachers meeting minimum qualifications.

Reforms. The drafted Code of Regulations for Teachers of 2013 would require that all teachers complete professional development every three years in order to renew their teaching certificate. While the draft does not stipulate the content or time of the professional development, it would be a step towards integrating teacher learning and ongoing improvement into the profession.

(2) There are no official stipulations for the content or the delivery of professional development. Research suggests that effective teacher professional development is collaborative and provides opportunities for in-school analysis of instructional practice, as opposed to being limited to one-time workshops or conferences. High-performing education systems like Japan and Ontario devote as much as 30 per cent of school time to professional development and instructional improvement activities.

In Kenya, there are no official requirements for the content of professional development. The effectiveness of the professional development is also highly dependent on how it is provided. Highly effective education systems make use of activities that focus on improving teacher practice that is directly relevant to their current needs. For example, Ontario makes use of teacher support groups lead by experienced trainers throughout teachers' careers. Other forms of professional development correlated with improving practice include school observations, mentoring opportunities, individual or collaborative research, and coaching.

(There are some improved activities for instructional support for teachers now being implemented at the school level from the TAC Tutors in the early grade reading and mathematics work which are likely to help inform and strengthen current policy).

(3) Teacher professional development is formally assigned based on perceived needs. Teachers may be

assigned professional development if they obtain an unsatisfactory result on their performance evaluations. Policy indicates that teachers who do not complete assigned professional development as a result of performance evaluations may be dismissed if they do not fulfill these requirements (Teachers Service Commission Act, 2012).

Figure 8. Types of professional development required

	Kenya	Japan	Shanghai	Singapore	South Korea
Observation visits		✓	✓	✓	
Teacher networks		✓	✓	✓	
School networks		✓	✓	✓	
Research		✓		✓	
Mentoring/coaching		✓	✓	✓	

Source: SABER-Teachers data. Note: South Korea does not stipulate the types of professional development.

Goal 8: Motivating teachers to perform

Emerging ●●○○

Adequate mechanisms to motivate teachers are a way for school systems to signal their seriousness in achieving education goals, make the teaching career attractive to competent individuals, and reward good performance while ensuring accountability.

SABER-Teachers considers three policy-levers that school systems can use to reach this goal: (1) linking career opportunities to teachers' performance; (2) having mechanisms to hold teachers accountable; and (3) linking teacher compensation to performance.

(1) Career opportunities are linked to performance on the job, and open-ended appointments are informed by probation periods. To assess the effectiveness of a teacher's work before granting an open-ended position, many education systems require a probation period first. In Kenya, teachers are subject to a probation period of at least six months before they receive an open-ended position (Draft Teachers Service Commission Code of Regulations for Teachers, 2013). In addition, promotions along the scheme of service are not automatic, but depend upon satisfactory assessment during

performance appraisals by Teachers Service Commission County Directors (Draft Teachers Service Commission Code of Regulations for Teachers, 2013).

(2) There are minimum mechanisms in place to hold teachers accountable. Requiring teachers to meet some standards to remain in the teaching profession can help set minimum expectations for all teachers and facilitate the removal of ineffective and absent teachers. Research in both developed and developing countries indicates that teacher absenteeism can reach high levels, negatively impacting student performance (Chaudhury et al. 2006; Herrmann & Rockoff 2009; Miller, Murnane & Willett 2008; Rogers & Vegas 2009; Service Delivery Indicator Survey, Kenya, 2013). Teachers in Kenya may be dismissed for causes including misconduct, child abuse, absenteeism; and missing mandatory professional development to strengthen their skills associated with a poor teacher performance appraisal. However, teachers cannot currently be dismissed for poor performance.

(3) Teacher performance may inform compensation. Financial incentives may motivate teachers to ensure the best outcomes for their students. In Kenya, job performance can affect teacher compensation. Performance reviews can result in denial of pay and title promotions (Draft Teachers Service Commission Code of Regulations for Teachers, 2013).

Figure 9. Incentives for high performance

	Kenya	Japan	Shanghai	Singapore	South Korea
Individual compensation			✓	✓	✓
School-level compensation			✓		✓

Source: SABER-Teachers data

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This report focuses specifically on policies in the area of teacher policies.

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