

# TEACHERS SERVICE COMMISSION



## PERFORMANCE RECOGNITION, REWARD & SANCTION POLICY FRAMEWORK FOR THE TEACHING SERVICE

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**Vision**

To be a transformative teaching service for quality education

**Mission**

To professionalize the teaching service for quality education and development

**Our Core values**

Professionalism

Customer Focus

Integrity

Team Spirit

Innovativeness

## **PREFACE**

The overall policy objective of the Teachers Service Commission (TSC) is to provide adequate teaching services, improve performance and professional conduct of teachers for increased learning outcomes in public educational institutions. To achieve this, the Commission has put in place a vibrant and dynamic performance managements system, which is operationalized through an open appraisal system (TPAD), and a freely negotiated performance contract for Institutional heads.

The foregoing statement denotes that the Commission endeavours to attract, develop and retain high quality teachers. Therefore, it is imperative to develop a clear system of identification, recognition and reward of employees who demonstrate extraordinary performance and achievements. A well-established reward system is crucial to good employment relationships as all employees expect their efforts to be recognized by their superiors and colleagues. Good performance and achievement can only be acknowledged by use of appropriate rewards that are meaningful to the recipient.

The Commission has therefore developed a policy for recognizing teachers who demonstrate exemplary performance, thus will promote positive behaviour by creating an enabling work environment that encourages all teachers to participate in the achievement of its mandate. This policy gives guidelines on recognition, reward and sanctions to teachers in public learning institutions employed by Teachers Service Commission.

It is important to note that an effective teacher performance reward system must be linked to result based performance management system which not only enhances maintenance of the teaching standards and prudent utilization of educational resources but also informs teachers' career progression.

The Commission aim at encouraging all teachers to excel by acknowledging performance in respective to job assignments and achievements that contribute to the overall success in the execution of its mandates. In addition, the policy will enable TSC to appreciate individuals and teams that provide an environment of shared success and commitment to customer service as well as those who exceed set performance targets.

The Policy is designed to encourage all teachers to demonstrate outstanding performance both as individuals and as teams in contributing towards the overall objective of the Commission.

The implementation of this policy will create a friendly work environment characterized by clear customer focus, exceptional performance and recognition by peers and supervisors. Awards shall be given as initiatives to foster performance culture in the Commission by recognition of teachers who demonstrate exemplary performance in their field of work through a wide range of formal and informal rewards.

**DR LYDIA NZOMO**  
**COMMISSION CHAIRPERSON, OGW, CBS**

## **FOREWORD**

Teachers Service Commission regards recognition and rewards as critical factors towards the establishment of a quality culture that appreciates and values the contribution of teachers and their accomplishments in service delivery. All teachers shall be appreciated and valued by their superiors and colleagues for their contribution in the overall performance of the Commission. They expect to be recognized as individuals and team members for their achievement and effort made in their work.

Appreciation of employee's effort increases their motivation and job satisfaction, improves self-esteem and creates a positive attitude toward their jobs, which consequently leads to better service delivery to customers.

The purpose of this policy is to provide mechanisms for identification, recognition and award of exemplary performance and achievement with a view to encourage improvement, promote creativity and innovation and enhance quality performance and teamwork. The Commission will use a variety of rewards to appreciate teachers who excel in their performance

The implementation of this policy is expected to bring the benefit of immediate and powerful reinforcement of desired behaviour among the employees while setting standards that align with the Commission's mandate and objectives. It will give all teachers an opportunity to appreciate good work and to be recognized for their own work. This will provide a direct performance feedback for both individuals and teams. Further, the policy will promote competition and teamwork to improve service delivery and customer satisfaction.

**DR NANCY NJERI MACHARIA, CBS**

**SECRETARY/CHIEF EXECUTIVE**

## **ABBREVIATIONS & ACRONYMS**

COCE	Code of Conduct and Ethics
CORT	Code of Regulations for Teachers
EAS	Excellence Award Scheme
ITOYA	Innovative Teacher of the Year
HOYA	Head teacher of the Year Award
KNDFC	Kenya National Drama Festivals Committee
KNEC	Kenya National Examination Council
PMS	Performance Management System
TOYA	Teacher of the Year Award
TTI	Technical Training Institutions
POYA	Principal of the Year Award
TPAD	Teacher Performance & Appraisal Development
TTC	Teacher Training College
PTE	Primary Teacher Education

## DEFINITION OF TERMS

<b>Award:</b>	A prize or mark given in honour of accomplished achievement.
<b>Corruption:</b>	Abuse of entrusted power for private gain
<b>Exemplary performance:</b>	Distinguished performance to be recognized by others
<b>Innovation:</b>	An act of introducing a new idea, device or method to improve service delivery and performance.
<b>Integrity:</b>	The demonstration of sound moral and ethical principles in whatever a teacher does.
<b>National values:</b>	Generally accepted beliefs about what is good, desirable and useful in the society.
<b>Performance management system:</b>	A Systematic process by which the Commission involves individual teacher and teams to improve effectiveness in accomplishing its mission and goals.
<b>Performance standards:</b>	Observable behavior and actions, which explain how the Commission expects its job to be done and expected results for a satisfactory job.
<b>Poor performance:</b>	Performance of teachers falling below the required standards.
<b>Reward:</b>	Something given to an employee in recognition of service, effort, or achievement.
<b>Recognition:</b>	Identification and acknowledgement teachers' best performance and practice.
<b>Work environment:</b>	The surrounding conditions in which employees operate.



## **1.0 BACKGROUND**

The Constitution of Kenya (2010) elevated TSC to a Constitutional Commission vide Article 237 and enactment of TSC Act 2012. This enactment redefined the Commission's mandate on teacher management to make regulations and policies to enhance its functions.

Broadly, this entails ensuring compliance with teaching standards prescribed from time to time, facilitating career progression and professional development of teachers and monitoring their conduct and performance in the course of curriculum implementation.

The Commission being the largest single employer in the country recognizes the value of all teachers and their contribution towards the realization of its constitutional mandate and service delivery to customers.

It has therefore put in place performance management systems such as Performance Contract for Institutional heads and Teachers Performance Appraisal and Development to strengthen supervision and to continuously monitor the performance of teachers in curriculum implementation at the institutional level.

This performance management approach provides teachers with clear goals, specific targets, clear expectations, regular feedback about performance gaps, advice on steps for improving performance and professional development. In addition, it enhances career progression, gives opportunity for rewarding good performance and sanctioning poor performance.

The purpose of integrated performance management system is to attract, retain and motivate teachers, to ensure that the performance management is effective and that it engenders the desired behavior. It is essential to ensure that the rewards and sanctions are linked to or based on performance. It is therefore necessary to award teachers who demonstrate exemplary performance and achievement in their duties.

The Commission has previously put in place various initiatives to recognize reward and sanction performance in the teaching service, such as teachers of the year (TOYA) and principals of the year (POYA), letter of recognition, implementation of the Code of Regulations for Teachers and withdrawal from positions of responsibility among others. However, there has been no systematic and comprehensive policy framework, that details circumstances under which recognition and rewards may be granted. The administration of such initiatives has been in an ad hoc manner and piecemeal. The absence of a policy framework for administration of performance recognition, rewards and sanctions has denied the Commission the opportunity to address excellence, recognize meritocracy and address poor performance in the teaching service.

In this regard, the policy framework will provide for recognition, rewards and sanctions for teachers who excel in work performance in a systematic and comprehensive approach. While implementing the policy framework, the Commission shall observe the national values and principles of governance as outlined under Article 10 of the Constitution such as; human dignity, fairness, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized.

## **1.2 RATIONALE**

The performance of teachers is critical in the implementation of the curriculum and in enhancing the quality of education in the country. To achieve this, an effective system is required to ensure that teachers who demonstrate exemplary performance and innovativeness are recognized and awarded accordingly. This will motivate teachers to have positive attitude to work, which will in turn have a positive influence in the learning outcomes.

There is therefore the need to have a policy framework, which will guide the process of recognition, rewards as well as that of sanctions for the teaching service.

## **1.3. PURPOSE**

The primary purpose of teacher recognition and reward is to reinforce positive attributes and competencies that affect the learning outcomes.

The purpose of this policy is to establish an organizational culture where all teachers feel valued and recognized for their work and contribution in attaining the Commission's goals and successes. It will provide the criterion by which teachers are recognized and fairly awarded for demonstrating exemplary performance in curriculum implementation and management of education resources.

The policy is also supposed to: Strengthen the existing recognition, rewards and sanctions system; provide guidelines for sanctions; enhance productivity in the teaching service that promotes positive attitude towards work; establish an organizational culture where all teachers are accountable and responsible for their own performance; and recognize meritocracy, address poor performance, attract, nurture and retain high performing teachers.

## **2.0 POLICY STATEMENT**

This Policy framework shall provide for recognition, reward and sanctions for teachers according to their level of performance. This will include high performance in national examinations based on performance index, innovative and creative teachers in curriculum implementation, special needs category, best performances in co-curricular activities, and social cohesion and integration.

## **3.0 LEGAL FRAMEWORK**

The policy framework was anchored on the existing laws and legal documents governing the provision of education in Kenya. Article 237(2) of the Constitution of Kenya (2010) guides the operations of TSC. Authority was also derived from Section 43 (2) of TSC Act No. 20 of 2012 which states that "The Commission shall advise the national government on the entry and performance standards and the quality of teachers required in the teaching service and do

all such other things as may be necessary to maintain standards in the teaching profession”. The Code of Regulations further amplified this for Teachers (2015).

Other legal documents that guided the development of this policy framework included the Basic Education Act 2013, which provided for the management of educational resources and the rights of the learners including their safety and protection that is one of the standards in the TPAD tool. In addition, the policy framework was informed by Employment Act (2012) and the Performance Rewards and Sanctions Framework for the Public Service (2016).

## **4.0 OBJECTIVE**

### **4.1 General Objective**

To identify, recognize and reward exemplary performance through well-defined criteria and also to administer sanctions as applicable.

### **4.2 Specific objectives**

The specific Objectives of the policy are to:

- i. Provide clear guidelines for recognizing and rewarding exemplary performance among the teachers;
- ii. Recognize significant and outstanding value-added contributions of teachers in attainment of quality education;
- iii. Promote positive behaviors that support individuals and teams to enhance learning outcomes;
- iv. Maintain and reinforce high performance standards and values;
- v. Link rewards and sanctions to measurable performance targets;
- vi. Promote positive behavior change among teachers in public schools towards teaching and learning and
- vii. Promote innovation and creativity in service delivery.

## **5.0 SCOPE**

This policy framework is for Teachers, Institutional heads, SNE Teachers and Primary Teacher Training Tutors in public learning institutions employed by Teachers Service Commission. It also outlines the types of recognition, reward and sanction for teachers.

## **6.0 POLICY PRINCIPLES**

The policy is guided by the following principles;

### **6.1. Standards of performance**

The Commission’s specific standards on Teacher Performance Appraisal and Development (TPAD), Performance contracting tools and other attributes will be used to measure and reward performance of teachers

### **6.2. Integrity and Professionalism**

Nominees shall be required to uphold professional ethics and standards as per CORT and COCE.

### **6.3. Fairness**

The administration of rewards and sanctions should be consistent, prompt, impartial and reasonable and applied without discrimination.

### **6.4. Performance monitoring**

The Commission shall progressively monitor performance of teachers to ensure that they are awarded fairly and transparently.

### **6.5. Consistency**

The Commission shall continuously recognize and reward exemplary performance.

## **7.0 POLICY IMPLEMENTATION**

The Commission shall use the existing structures established in law to implement this policy.

## **8.0 MONITORING AND EVALUATION**

The effectiveness of this policy will be monitored and evaluated continuously in line with the existing Monitoring and Evaluation Guidelines to ensure that it is applied fairly.

## **9.0 POLICY REVIEW**

This policy shall be reviewed after every three (3) years or as need arises to align it with government policies and emerging issues.

## **APPENDIX 1: GUIDELINES FOR THE IMPLEMENTATION**

### **1.0 Introduction**

In order to operationalize the performance rewards and sanctions framework, it is necessary to provide guidelines to ensure smooth implementation of the framework by providing criteria and procedures for accomplishment.

To fully realize the objectives outlined in the framework, there is need to link individual performance targets to institutional objectives. To this end, determination of recognition, rewards and sanctions for Institutional heads and teachers will be linked to Performance Contracting and Teacher Performance Appraisal and Development evaluation reports respectively.

#### **1.1 Recognition, Reward and Sanction for Exemplary Performance of Teachers**

Recognition, reward and sanction for exemplary performance are earned through a combination of personal and professional qualities, exceptional ability in curriculum implementation and effective leadership. Each recognition and teacher award shall be based on an established criterion to cater for identification of eligible nominees.

##### **1.1.1 Recognition of Teachers**

Teachers who attain exemplary performance, innovativeness and uphold national values shall be recognized individually and /or institutionally.

##### **1.1.2 Guidelines on Identification and Recognition of Teachers to be rewarded**

The Commission has developed the under listed guidelines for identifying and recognizing teachers of exemplary performance. These include but are not limited to:

- i. Rewarding consistent trends in performance;
- ii. Upholding high quality standards of performance;
- iii. Availability of supportive evidence of outstanding performance;
- iv. Teamwork that reflects excellent interpersonal skills, accountability and productivity;
- v. Accountability and efficiency in the use of public resources and results orientation;
- vi. Outstanding contribution in mentorship, coaching, empowerment and support for individual teachers and students;
- vii. Consistent excellent levels of performance over a period of three years;
- viii. Demonstration of commitment to activities, outstanding skills and effort beyond the prescribed duties and workload;
- ix. Innovation and Creativity in the field of work, curriculum implementation or service delivery;
- x. Significant contribution to change or transformation at the workplace;
- xi. Upholding professional ethics, values and Principles of Public Service under Article 232 of the Kenya constitution;

- xii. Major contribution under extra ordinary circumstances or achievement of major milestones in the primary role to qualify for the National or International Awards and
- xiii. Teachers who attain international recognition and awards will be recognized and rewarded by the Commission.

### **1.1.3 Types of Recognition and Rewards for Teachers**

Teachers and Institutional heads who attain excellent performance may be considered for rewards. The Commission may use any or combination of awards for exemplary performance of teachers as per table One (1) below;

- i. 13<sup>th</sup> month salary**  
Teachers and Institutional heads who attain a score above 100% of the performance indicators will be considered for an award of 13th Month basic salary.
- ii. Promotion to higher job group.**  
Promotions are a major incentive for hard work and better performance. This will be based on provable experience and demonstrable milestones attained by the teacher.
- iii. A letter/certificate/Medal of recognition for achievement**  
Teachers who attain a score of 100% and above will be recognized through a letter of commendation signed by the CEO and will be given a medal.
- iv. Annual Award Program**  
Institutions will identify teachers who demonstrate excellent performance during the year and recommend them for consideration of award based on the criteria set out by the Teachers Service Commission from time to time.
- v. Education tours, International conferences, national and international forums relevant to area of subject specialization**  
Teachers who attain a score of 100% and above, will be recognized through awarding them with Education tours and participation in International conferences, national and international forums relevant to area of subject specialization.
- vi. Sponsorship for further studies and exchange programmes**  
Teachers and Institutional heads who attain a score above 100% of the performance indicators will be considered for this award
- vii. Recommendation for consideration for the Presidential Award Scheme or National Honors**  
Names of teachers and Institutional heads who achieve performance scores higher than 100% of the agreed performance indicators will be considered for this reward.
- viii. Contract renewal for teachers in ASAL areas**  
Teachers in ASAL areas who excel in their performance will be considered for contract renewal

**ix. Annual salary increment**

Teachers and Institutional heads who attain a score of 100% in the performance of set targets will be recognized for this award.

Table 1 shows the five performance evaluation ratings scale of “Excellent”, “Very good”, “Good”, and “Fair” and “Poor”.

**Table 1: Types of Rewards and Sanctions**

Achievement of Performance Targets	Rating Scale		Reward/Sanction
Achievement of higher than 100% of the agreed performance indicator	Excellent	101% and above	<ul style="list-style-type: none"> <li>• To be considered for “13th month basic salary,</li> <li>• placement on Annually State honors</li> <li>• Letter of commendation</li> </ul>
Achievement of 100% of the agreed performance indicators	Very Good	100%	<ul style="list-style-type: none"> <li>• Letter of commendation/medals</li> <li>• Salary annual increment</li> </ul>
Achievement between 70% and 99% of the agreed performance indicators	Good	70%-99%	Letter of commendation
Achievement between 60% and 69% of the agreed performance indicators	Fair	60%-69%	1st year – place on performance improvement plan 2nd year – warning letter 3rd year – final warning letter 4th year - separation
Achievement of up to 59% of the agreed performance indicators	Poor	59% and below	1 <sup>st</sup> year – warning letter 2 <sup>nd</sup> year – final warning letter 3 <sup>rd</sup> year - separation

## **Sanctions for Poor Performance and Lack of Professional Ethics**

The Code of Regulation for Teachers (CORT) Section 54 (2) states, “Any teacher who consistently displays poor performance or adverse appraisal ratings may after due process have his/her services terminated”.

CORT Section 154 also states that “the Commission shall within twenty-eight days from the hearing date of a discipline process, inform the teacher of its decision regarding the teacher's disciplinary case and shall give reasons for its decision in the manner set out in the Thirty Seventh Schedule.

The Commission may, after hearing a teacher determine that -

- a) A teacher is not guilty of the offence and shall revoke the interdiction in the manner prescribed under the Thirty Eighth Schedule.
- b) A teacher has committed an offence that does not warrant removal from the Register of Teachers. The Commission may -
  - i) Warn the teacher in writing,
  - ii) Suspend the teacher for such periods not exceeding six months without payment of salary and allowances,
  - iii) Retire the teacher in public interest,
  - iv) Retire the teacher under ten-fifty (10/50) year rule under the Pensions Act,
  - v) Dismiss the teacher from the teaching service,
  - vi) Refer the teacher for medical evaluation by the Director of Medical Services with a view to determine his suitability to be retained in the teaching service,  
or
  - vii) Undertake any other action it may consider appropriate in the circumstances”



viii) Sanctions on undesirable performance will be carried out as per table One (1) above.

#### **1.1.4 Prevention Measures taken before Sanctioning**

Before any sanctions are administered, the Commission shall ensure that;

- i. The performance evaluation reports on Teacher Performance Appraisal & Development and Performance Contracting for Institutional heads are considered.
- ii. Creation of awareness on the expected goals and objectives to be achieved is undertaken.
- iii. The performance gaps of the teacher are identified and interventions to address them undertaken.
- iv. Induction program for newly recruited teachers and newly appointed Institutional heads is developed and implemented.
- v. Mentorship/coaching programs for teachers is developed and implemented.

#### **1.1.5 Identifying poor performance**

The Commission considers some of the following areas as poor performance as provided for in the PC & TPAD in regard to Institutional heads and teachers respectively;

- i. Poor and declining learner performance in national examinations
- ii. Non improvement in learner achievement
- iii. Low pupil/ student teacher contact hours
- iv. Non-performance of additional assigned duties
- v. Exhibition of non-professionalism and ethical misconduct
- vi. Declining student enrollment over a period of time
- vii. Financial impropriety
- viii. Any other area the Commission may determine from time to time

## APPENDIX II: CRITERIA FOR IDENTIFICATION

### 2.0 Criteria for Identification and Award of Exemplary Performance among the Teachers

The Commission shall identify exemplary performance at various levels and forward the approved list to the respective panels at various levels for validation and approval. Teachers nominated at each level shall be required to make presentation at the next level to defend the evidence provided during their previous nominations. The final evaluation ratings for exemplary performance among the Teachers will be based on verifiable evidence as proof of achievement.

Table 2 below shows the five-evaluation ratings scale of “Excellent”, “Very good”, “Good”, “Fair” and “Poor”. For purposes of evaluation, the final rating shall at all times be based on verifiable evidence as proof of achievement.

**Table 2: Performance evaluation rating scale**

Achievement of Performance (%)	Rating scale (%)	
Achievement of higher than 100 of the performance indicators	101 +	Excellent
Achievement up to 100 of the performance indicators	100	Very Good
Achievement between 80 and 99 of the performance indicators	70 — 99	Good
Achievement between 60 and 79 of the performance indicators	60 — 69	Fair
Achievement up to 59 of the performance indicators	59 and below	Poor

The award of teachers shall be guided by the following criteria in table 3 below;

**Table 3: Criteria for Evaluation**

<b>Performance indicators</b>	<b>Maximum score %</b>	<b>Assessors score %</b>	<b>Remarks</b>
1. Professional achievements	10		
2. Performance in assigned areas of responsibility	10		
3. Maintenance of teacher professional documents	10		
4. Lesson attendance rating	10		
5. Teacher Performance Appraisal and Development (7standards)	35		
6. Learners' Achievements in national examinations (performance index)	10		
7. Be a Team player	5		
8. Improvement in the quality of education, co-curricular activities, research and innovation	5		
9. Community involvement	5		
<b>Total</b>	<b>100</b>		

### **2.1 Criteria for Identification and Award of Exemplary Performance among the Institutional heads**

The **Head Teachers and Principals** shall be evaluated in their multidimensional roles as the lead educators and institutional administrators. The TSC National Adjudicators shall evaluate all the national finalists at their workstations. This will offer the Assessors an opportunity to verify and authenticate their performance at the work place. It will also enable the Assessors access live evidence and experience of their performance.

The capacity of Institutional heads to perform quality assurance roles within their institutions shall be assessed using the following criteria in table 4 below.

**Table 4: Institutional heads Scoring Criteria**

Performance Indicator		Expected Outcomes	Maximum score %	Assessors score %	Remarks
<b>I.</b>	Improving Quality of Education	Learners' achievement and improvement index in the national examination	10		
		Enhancing access and retention in provision of Primary and Secondary Education	10		
		Improving the learning environment	5		
		Integration of ICT in learning and teaching processes	5		
		Exhibition of high levels of professionalism and integrity	5		
		Prudent financial and human resource management	5		
		Networking with parents and other stakeholders in the provision and management of education programmes	5		
		Inculcation of the national values to teachers, learners and staff	5		
		<b>Sub total</b>	<b>50</b>		
<b>II.</b>	Co-Curricular Activities	The ability of the teachers to tap the talents from among the learners	10		
		Mentoring and coaching pupils/students once the talents have been identified	5		
<b>III.</b>	Research and Innovation	Suggestions and/or development of new methods of curriculum delivery that improve teaching/ learning outcomes	10		
		Teachers who identify and facilitate the implementation of distinguished innovations to assist the community in problem solving	5		
		<b>Subtotal</b>	<b>30</b>		
<b>IV.</b>	Distinguished Service	This includes teachers who;			
		<ul style="list-style-type: none"> <li>i. Make major contributions or achievements under extra ordinary circumstances and receive recognition at the national or international level.</li> <li>ii. Initiate and participate in school or community based programmes that have significant contribution</li> </ul>	5		
			5		

		towards sustainable development. iii. Participate in disaster preparedness and management	5		
		<b>Subtotal</b>	<b>15</b>		
<b>V.</b>	PC targets	Achieved all the agreed PC targets	<b>5</b>		
		<b>Grand total</b>	<b>100</b>		

## 2.2 Process of Identifying Exemplary Performance among the Teachers and Institutional Heads

Award for teachers and institutional heads to recognise the work done by teachers and head teachers in primary and secondary schools and reward those who have shown dedication and outstanding performance in carrying out the duties and responsibilities given to them as lead educators.

The Commission in collaboration with other stakeholders will use a rigorous and competitive open process to identify and reward teachers and Institutional heads who demonstrate excellence in the provision of best practice in teaching, general management and administration.

The Commission will coordinate all the teachers' and Institutional heads' recognitions, rewards and sanctions. Teachers and Institutional heads shall be awarded using the following categories for exemplary performance.

- i. Teacher of the Year Award and Principal of the Year Award (TOYA/ POYA).
- ii. Head teacher of the Year and Teacher of the Year Award (HOYA/TOYA).
- iii. ICT Teacher of the Year (ITOYA).
- iv. Any other recognition and/or award initiated by the Commission and/or in collaboration with other stakeholders.

**Table 5: Process of Identification**

Level	Coordination
I. Institutional	Nomination of teachers shall be coordinated by the head of institution who will forward the names of nominees to the Board of Management or Governing council for validation and approval. The list of the nominees shall then be forwarded to the TSC Sub-County Director.
II. Sub-County	The TSC Sub-County Director shall coordinate the exercise and present the list of nominees to the Sub-County Panel for validation and approval.

III. County	The TSC County Director shall coordinate the exercise and present the list of nominees from Sub-Counties to the County Panel for validation and approval.
IV. Regional	The TSC Regional Director shall coordinate the exercise. A list from the Counties within the region shall be presented to the Regional Panel for further validation and approval.
V. National	The TSC CEO shall coordinate the exercise at the Headquarters. A list from Regional Panels shall be presented to the National Panel for validation and approval.

Teachers and Institutional heads who are among the top 10 shortlisted candidates in each level shall be recognized using the appropriate rewards as per the level in consultation with the Commission CEO.

### 2.2.1 Criteria for Identification and Award of Exemplary Performance among Tutors in Teacher Training Colleges (TTC)

The tutors play a pivotal role in shaping the future of the country through training of teachers. In addition to TPAD and PC, the following are some of the key areas to be used to recognize excellence in performance in (TTC).

**Table 6: Key areas for scoring**

Key areas	Maximum score %	Assessors score %	Remarks
Teacher Performance Appraisal and Development (standards)	35		
Achieved all the PC targets	10		
Good track record of lesson attendance	5		
Be a team player	10		
Involved in Mentorship	20		
Ability and commitment to coach and train students in co-curricular activities	10		
A consistent record of excellent performance in national PTE results	10		

	<b>Total</b>	<b>100</b>		
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### 2.2.2 Criteria for Identification and Award of Exemplary Performance among the SNE Tutors

The awards of teachers of special needs shall use TPAD (SNE) and PC; the following are some of the key areas to be used to recognize excellence in performance. However, the evaluation will be customised to the type of the SNE teacher and/or institution.

**Table 7: SNE Key areas**

	<b>Key areas</b>	<b>Maximum score %</b>	<b>Assessors score %</b>	<b>Remarks</b>
<b>1.</b>	Teacher Performance Appraisal and Development (standards)	35		
<b>2.</b>	Good track record of lesson attendance	15		
<b>3.</b>	Mentorship	10		
<b>4.</b>	Achieved All the PC targets	20		
<b>5.</b>	Ability and commitment to coach and train students in co-curricular activities	10		
<b>6.</b>	A consistent record of learners' progression and value addition through use of individualized educational programmes (IEP)	10		
	<b>Total</b>	<b>100</b>		

### 2.2.3 Criteria for Identification and Award for the Champions of National Values

The recognition of National Values Champions is anchored in Article 10 (2) of the Constitution, which provides for National Values and Principles of Governance. The purpose of this policy is to provide a platform for the Commission to identify, rank and recognize individuals and teams deemed to uphold and promote National Values by deeds and actions.

The Commission shall award champions of the national values on the following five thematic areas:

**Table 8: Thematic areas for scoring**

Thematic area	Expected behavior	Maximum score %	Assessors score %	Remarks
1. Creation of a national identity and exercise of sovereign power	i. Demonstration of selfless teaching service for the achievement of the Commission and national goals	3		
	ii. Ability to maintain good working relationships with other teacher and stakeholders to gain their support in service delivery	3		
	iii. Ability to anticipate and resolve conflicts through mutually agreeable solutions in learning institutions	4		
	iv. Use official languages in all official engagements	3		
	v. Involvement of teachers and other stakeholders in decision making	3		
	vi. Compliance to national laws and adherence to code of regulation for teachers and code of conduct and ethics	4		
	vii. Ability to effectively work with learners and people from all diversities.	4		
	<b>Subtotal</b>	<b>24</b>		
2. Sharing and devolution of power	i. Understanding of the devolved system of Government and TSC devolved units	3		



		ii. Appreciation of the concept of separation of powers	3		
		iii. Appreciation of the principles of delegation of power and authority	3		
		iv. Cooperation with colleagues and learners to achieve the Commission's goals.	3		
		<b>Subtotal</b>	<b>12</b>		
<b>3.</b>	Protection of the Bill of Rights	i. Fair and equal treatment of all learners and other persons	3		
		ii. Treatment of teacher colleagues and other stakeholders with courtesy and respect	3		
		iii. Treatment of learners and other persons with dignity and respect	3		
		iv. Ability to understand, accommodate and respect divergent views in daily work and decision-making	3		
		v. Non-discrimination against Learners and other persons	3		
		vi. Recognition of the strengths in learners and other people and willingness to harness them	3		
		vii. Appreciation and recognition of cross-cultural uniqueness and differences in socio-economic status among learners and other persons	3		
		<b>Subtotal</b>	<b>21</b>		
<b>4.</b>	Promotion of good governance, transparency and accountability:	i. Ability to promote openness in service delivery in the learning institutions	3		
		ii. Declaration of personal interests that may be in conflict with one's duties	3		
		iii. Demonstration of honesty, resistance to corruption and unethical behaviors in the learning institutions	3		
		iv. Not misuse confidential information in furthering private interest	3		

		v. Application of the need to know principle and avoid confidential information in furthering private interest	3		
		vi. Ability to perform duties diligently, meet set deadlines and take responsibility for one's actions	3		
		vii. Responsiveness to learners and customer needs	3		
		iii. Exemplify high levels of self-discipline and excellent conduct	3		
		ix. Observation of Punctuality, promptness, effectiveness, efficiency and the ability to work with minimum supervision	3		
		<b>Subtotal</b>	<b>27</b>		
<b>5.</b>	<b>Sustainable Development</b>	i. Demonstrate innovativeness, efficiency, effectiveness and prudence in the use of resources	4		
		ii. Continuously keep abreast and embrace emerging developments	4		
		iii. Ability to visualize the future of the Teachers Service Commission	4		
		iv. Ability to initiate new ideas and new ways of doing things	4		
		<b>Subtotal</b>	<b>16</b>		
		<b>Grand total</b>	<b>100</b>		

### 2.2.4 Criteria for Identification and Award for Co-Curricular Activities

Teachers will qualify for participation in co-curricular activities after serving for at least three years. They must attain at least 70% on the scoring tool to be allowed to proceed to the next level. All national finalists shall be evaluated at their work stations by the TSC National adjudicators to offer an opportunity to verify and authenticate their performance, access live evidence and experience of the teacher's performance.

The award criteria shall be based on indicators provided below which shall include;

**Table 9: Key areas for scoring**

	<b>Key areas</b>	<b>Maximum score %</b>	<b>Assessors score %</b>	<b>Remarks</b>
1.	Training in music and drama to include aspects of scripting, writing poetry and choreography	10		
2.	Training of teachers as referees (FIFA) and coaches for games and sports,	10		
3.	Demonstration of talent /passion in the respective Co-curricular activities,	10		
4.	Number of entries at the national/ international levels,	10		
5.	Exhibition of high levels of professionalism, integrity, Innovativeness and creativity,	10		
6.	Teachers being awarded only in one category performance at national level where they have excelled,	15		
7.	School administrators awarded as team managers,	10		
8.	Learner achievement in the category,	10		
9.	Teachers participation as judges	10		

	and adjudicators,			
<b>10.</b>	Networking with other stakeholders in the provision and management of education programmes.	5		
	<b>Total</b>	<b>100</b>		

### **2.2.5 Selection Process for Exemplary Performance in Co-Curricular Activities**

The National Selection Panel chaired by the CEO shall be constituted to oversee the nomination process. The following process shall include:

- i. Identification of talented teachers in various fields,
- ii. Short listing and interviewing the best five teachers by the Sub-County Selection Panel,
- iii. Forwarding the names of the 3 best competitors per category to the County selection panel,
- iv. Selection and forwarding of names of the 3 best competitors per category to the Regional Selection Panel,
- v. Interview and present the 3 best competitors per category to the National Selection Panel,
- vi. The Commission undertakes school visits to vet and authenticate information provided,
- vii. Interview the competitors to come up with the overall winner.

NB: All the entries for the participants in each category shortlisted among the best 10 shall be considered for an award in consultation with the CEO.

### **2.3 Nomination process**

The nomination process of teachers for performance award shall commence with an official correspondence from the Commission Secretary to relevant institutions. The process shall be open, transparent and accountable for;

- i. Notification of commencement,
- ii. Nomination submission format,
- iii. Access of the nomination forms by nominees,
- iv. Submission of nominations,
- v. Vetting of nominees,
- vi. Provision of supportive evidence.