

TEACHERS SERVICE COMMISSION



SPEECH DELIVERED BY:

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DURING THE 1ST TEACHERS' CONFERENCE

TOPIC: *TSC PERSPECTIVE ON THE TEACHER RESOURCE, QUALITY AND UTILIZATION*

AT

KENYA SCHOOL OF GOVERNMENT ON

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1. BACKGROUND

I wish to welcome you to this 1st Teachers Conference and thank you for making time for this precious opportunity to share ideas and experiences on one of the most valuable to the country.

Although, the Teachers' Conference is an idea which should have come several years earlier, I am, nevertheless, happy that it has finally been realized. It is also gratifying to note that there has been a lot of enthusiasm from the time we called for papers from teachers, researchers, academics and other stakeholders in teacher management and the education sector in general.

In spite of the short notice, many educators, including teachers, academicians and researchers showed a lot of interest. It is for this reason that I believe that our 1st Teachers' Conference will provide us with opportunities to learn from our teachers, researchers and academicians. It is also an opportune time to explore new trends, emerging knowledge and challenges in teacher management.

Our engagement in the next two days will be carried out within the framework of the theme, **The Teacher as a Resource; Quality and Utilization.**

The subthemes of the Conference are:

- Teacher Training and Development in the 21st century
- Principles and Practices of Effective Teaching and Learning
- Quality Assurance for Effective Teaching and Learning in the 21st Century.

I am confident that we will benefit from many practical and implementable ideas which will be generated from this conference

on how to optimally engage the country's teacher resource for quality teaching and improved learning outcomes.

From the outset, I wish to assure you that the Commission is open to ideas, proposals and recommendations and will endeavour to put to practice what can work towards better pedagogical strategies in our institutions of learning.

2. SCOPE

In my presentation today, I will provide a panoramic view of the policy framework in the practice of Teacher Management in Kenya.

I will start by contextualizing the theme of this conference i.e **Teacher as a Resource: Quality and Utilization.**

In this regard, my presentation will explore the pre-independence perspective on the Teacher as a Resource. I will also argue that besides terms and conditions of service, the establishment of the Teachers Service Commission was intended to address issues of teacher utilization and quality teaching.

The presentation will further examine the perspective of some of the various education Commissions, Committees, Working Parties and Taskforces on the Teacher as a Resource. This perspective will

provide the context through which to interrogate the current practices in teacher management.

3. TEACHER AS A RESOURCE: EARLY PERSPECTIVES

The focus on the teacher as a national resource can be traced to pre-independence Kenya when African leaders started putting pressure on the colonial government to recognize the important role of African teachers in the education of Kenyan children.

Some of the most memorable efforts were in the Colonial Legislative Council (LEGCO) by retired President Daniel Arap Moi whose teaching career started in the 1940's. In 1957 he addressed the LEGCO as follows:

“Government should not overlook the matter of teachers.... I know this year [1957] some 50 teachers joined the railway staff in Kampala... many of the potential teachers have left the service simply because the government is not taking a keen interest in them... By getting the best teachers, we get the best type of education”.

After independence, the push to establish a single employer for teachers was informed by the need not only to improve terms and conditions of service for African teachers but also provide quality education. While contributing to the Teachers Service Commission Bill in December 1966, the then Bureti Member of Parliament Alexander Arap Biy linked good working conditions to quality teaching:

“This country has been suffering a lot in the loss for teachers. We have had a good number of teachers who have run away from the profession and joined private firms. Teachers make a lot of

investment even though the government does not earn any revenue from the teaching profession”.

The then leader of opposition, Jaramogi Odinga argued that it was necessary to improve terms of service for teachers “in order that they may prepare the children for later life”.

It is against this background that the Teachers Service Commission Bill was passed in December 1966 and enacted as an Act of Parliament to become operational from 1st July 1967 as the Teachers

Service Commission Act. The first assignment for the newly established Commission was putting all teachers under one register in order to create an inventory of any individual engaged in teaching. This was the first significant attempt quality control measure.

4. POST INDEPENDENCE PERSPECTIVES ON THE TEACHER AS A RESOURCE

The role of a teacher as an important national resource in the social economic development of Kenya is well articulated in various reports and policy papers from Commissions, Committees, Working Parties and taskforces.

4.1. The Kenya Education Commission, (Ominde Report), which was the first systematic inquiry into education in Independent Kenya perceived the teacher as a catalysts to fostering national unity, nationhood and

integration. This was especially important because the Kenyan society and its institutions had been structured along racial lines.

4.2. The Report of the National Committee on Educational Objectives and Policies (Gachathi Report) addressed the problem of mismatch between the school curriculum and the skills needed in the labour market. The Report emphasised the need for quality teachers to equip learners with self-reliance skills as opposed to emphasis towards white collar jobs.

Further, the Gachathi Report focused on the need for the country to train and recruit more teachers to safeguard the quality of teaching.

4.3. The Report of the Presidential Working Party (Mackay Report) and the Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report) underscored the need to intensify pre-service and in-service training of teachers. At the time, more than one third of primary school teachers were untrained.

4.4. The 1999 Koech Report (Totally Integrated Quality Education and Training (TIQET) focused on professionalization of the teaching service by strengthening entry grades to teacher training programmes and continuous professional training to improve pedagogical skills for teachers. It was also recommended that management training for heads of institution be strengthened to enable them to be front-line quality control managers in their own schools.

4.5. The Report on The Review and Harmonization of the Legal Framework Governing Education, Training and Research further recommended strengthening of the teaching profession through review of Service Regulations and Codes of Conduct.

5. Legal Perspective on Teacher as a Resource

When TSC was established in 1967, it was mandated to carry out basic and routine teacher management functions of; recruitment, transfer, promotion, discipline and remuneration. (Repealed Teachers Service Commission Act CAP 212).

The importance and centrality of the teaching service was underlined when the TSC was re-enacted under Article 237 of the Constitution. **The traditional and routine functions of the Commission are provided for under Article 237 (2) i.e registration, recruitment, assignment, promotion, disciplinary control; and termination of teachers.**

Critically and most important, under Article 237 (3) the Constitution assigns TSC three other strategic functions that underscore the importance of the teacher as a national resource. The three additional functions largely speak to issues of quality and optimal utilization of the teaching resource.

They are:

- (a) Review of the standards of education and training of persons entering the teaching service. (This enables TSC to set entry grades to teacher education programmes);
- (b) review the demand for and supply of teachers; (Carry out projections on staffing requirements in the different subsectors, and subject areas) and;
- (c) advise the national government on matters relating to the teaching profession.

The Constitutional provisions on the teacher as an important national resource in the pursuit of quality teaching have been expounded in the Teachers Service Commission Act, 2012. Some of the key provisions made in respect to quality and optimal utilization are:

Section II (e) - Facilitate career progression and professional development for teachers.

Section II (f) - Monitor the conduct and performance of teachers in the teaching service (This entails evaluation and appraisal)

Section 23 - Registration of teachers (This is for control on who joins the profession)

Section 34 - Disciplinary control (This is to enforce professional conduct)

Section 35 - The Commission shall take all necessary steps to ensure that persons in the teaching service comply with the teaching standards prescribed.

The teaching standards include; Career progression and professional development programmes.

The provisions in the Constitution and the TSC Act are further actualized in the Code of Regulations for Teachers (CORT) 2015.

For the first time since the initial Code of Regulations for Teachers was developed in 1972, the 2015 Code has made detailed and comprehensive provisions on;

- Development, Review and Maintenance of Entry and Performance Standards.
- Recruitment, Appointment, Assignment and Deployment of Teachers.
- Promotion of Teachers.

From the Constitutional and Statutory provisions, the Commission has developed policies and programmes that focus on optimal utilization of the teacher resource and quality teaching. One such programme is Performance Contracting and Teacher Appraisal which were rolled out in January 2016.

The Commission will soon be carrying out a systematic study on the impact of Performance Contracting and Teacher Appraisal programmes in the teaching and learning process. However, anecdotal evidence from Heads of Institution and other stakeholders indicate that the two programmes have helped to reduce teacher absenteeism by more than half.

This is largely because the appraisal tool has an inbuilt mechanism to monitor school and class attendance.

In addition, it has been established that most teachers nowadays adequately prepare for their teaching through use of schemes of work; lesson planning; lesson notes; and maintain learners progress registers. This has greatly improved delivery of lessons.

6. INVESTMENT IN TEACHERS

As a result of the deliberate efforts by the government to harness education in addressing socio-economic development, the number of teachers in public schools has grown proportionately to the school enrolment.

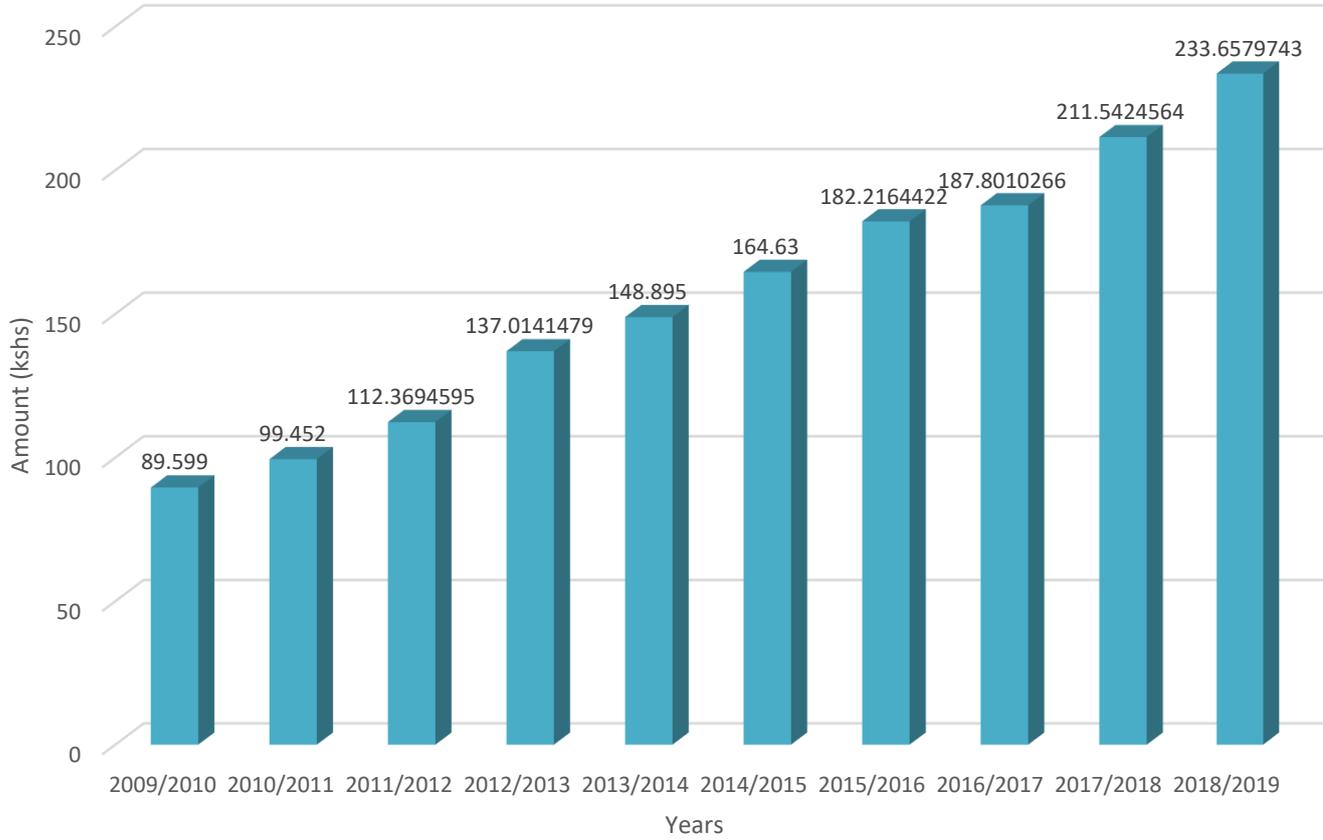
In the last 10 years, significant efforts have been made to increase the number of teachers to respond to the rise in school enrolment. As a result, the number of teachers has increased from about 270,000 in 2013, to more than 317,000 in 2019.

7. INCREASE IN BUDGETARY ALLOCATION

TEACHERS WAGE BILL IN THE LAST FOUR YEARS(KSHS BILLIONS)

	Year	Amount Billion) (Kshs
	2009/2010	89.599
	2010/2011	99.452
	2011/2012	112.369
	2012/2013	137.01
	2013/2014	148.90
	2014/2015	164.63
	2015/2016	182.22
	2016/2017	187.80
	2017/2018	211.54
	2018/2019	233.66
	TOTAL	1,553.13

Teachers Wage Bill (Kshs Billions) 2010-2019



Over the years, there have been different approaches to staffing of schools in response to the increasing demand for teachers.

In 1998, the Government put a freeze on employment of teachers citing need to rationalize teacher utilization through balancing. The freeze was lifted in 2001 with a major policy shift from supply-driven to demand driven approach to staffing of schools.

This policy entailed advertising for vacancies in the specific schools where vacancies existed in the case of post primary institutions.

Vacancies in the primary sub-sector were allocated to specific districts depending on the shortage. As a result, districts in difficult-to-reach regions and/or those with high attrition numbers are allocated more teachers. This is one of the major accomplishments in optimal utilization of teachers, because no teacher is recruited to an institution or area where his/her services are not required.

To date, this policy remains one of the most progressive measures to achieve equity in teacher distribution.

The strategy of getting teachers where they are most needed ensures that learners across the country benefit from instruction by some of the best teachers and that all children have a chance to leave school having learnt the basics (UNESCO, 2014).

The demand-driven policy was strengthened by a requirement for newly recruited teachers to serve in their initial stations for at least five years before qualifying for transfer.

This has greatly curbed high teacher turn-over in difficult-to-staff regions. Besides, creating stability in schools, the demand-driven

approach of five-year service requirement before transfer has reduced inequality in teacher distribution.

9. APPROACH TO STAFFING: THE CASE FOR NEW STAFFING NORMS

Inevitably, the improved transition from the primary level to secondary sub-sector, and the implementation of the Competency Based Curriculum (CBC), calls for a review of our approach to staffing of schools.

The new curriculum seeks to harness talents in individual learners. As a result, the proposed curriculum is remarkably broad in lower secondary.

Due to the facilitative and inquiry methodology in the teaching and learning process and the broad-based curriculum to accommodate various abilities in learners, more teachers will be required.

Equally important, teacher training institutions will be required to align their programmes to the requirements of the curriculum. This is especially the case in lower secondary and senior school.

In order to respond adequately to the anticipated new staffing needs, the Commission has initiated a study to develop new staffing norms for basic education institutions, secondary schools, teacher training colleges and technical training institutions.

The new staffing norms will guide the TSC in making decisions on distribution, deployment, assignment and recruitment of teachers. This will ultimately lead to optimal utilization of the teaching resource.

10. CONCLUSION

As I draw towards the conclusion, I wish to note that to effectively equip learners with the skills of the 21st Century, the need to improve pedagogy through innovation and technology cannot be overemphasized.

Moreover, we must also accept that it is inevitable to leverage on Information Communication Technology (ICT) for effective delivery of our lessons and also mitigate teacher shortage.

THANK YOU