



**MINISTRY OF EDUCATION AND HUMAN RESOURCES  
DEVELOPMENT**

**Solomon Islands Teaching Service Handbook**

**December 2011**

## Foreword

The Teaching Service Handbook (TSHBk) was reviewed in 2006 and distributed to teachers and schools in 2007. This means that it has been 5 years that the TSHBk was first updated. In the ensuing years many education policies have been produced that have implications for this Handbook. The Teaching Service Division therefore started discussions and organised consultations with many stakeholders from 2010 onwards with the aim to have new handbook in place in 2011. I am happy to present you the newly revised TSHBk that will be an important guide for teachers, education providers, school committees and boards.

It is important to realise that this Teaching Service Handbook (TSHBk) does not explain how to be a good teacher or how to teach. That is mostly dependent on the individual efforts and motivation of the teachers themselves. The Ministry has an important role to play in the delivery of regular and quality in-service training or continuous professional development. The Handbook provides a set of administrative, management regulations and conditions, clarifies the roles, responsibilities of the teachers and other stakeholders.

The Handbook is also a guideline which aims to clarify the relationships among teachers, schools, the Ministry, EAs, communities, parents and children. It also represents the wider context of the education sector in which teachers are working and therefore need a clear set of rules and regulations to guide their work.

The revised Handbook shall contribute to a better understanding of the sector, the work, rights and obligations of teachers. The improvement of teaching service in the country is guided by discipline, professional ethics and hard work by all stakeholders. In order to develop and improve the teaching service, all stakeholders need to strengthen their capacity and partnership. The beneficiaries in general deserve to get the best education service possible worthy of their investment. The revised Handbook is the only way to guarantee good education and learning for all.

Hon Reuben Dick Inaona Ha'amori  
Minister of Education and Human Resources Development

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## List of Acronyms and Abbreviations

In this Handbook the following acronyms and abbreviations are used:

CDD	Curriculum Development Division
EA	Education Authority
ECE	Early Childhood Education
FBT	Field Based Training
LDSB	Long Dedicated Service Benefit
MEHRD	Ministry of Education and Human Resources Development
MoFT	Ministry of Finance and Treasury
NTC	National Training Council
NTEDC	National Training Education and Development Committee
SICHE	Solomon Islands College of Higher Education
SIEMIS	Solomon Islands Management Information System
SINTA	Solomon Islands National Teachers' Association
TSC	Teaching Service Commission
TSHBk	Teaching Service Handbook
TSO	Teaching Service Office
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group

## Glossary

In this Handbook unless otherwise stated, the following definitions shall apply:

Term	Definition
<b>Acting Appointment</b>	An appointment to a responsibility post given to a teacher whilst the post is vacant and is being processed to be filled substantively or whilst the substantive holder of the post is on an authorised absence for a period of time not less than ten (10) days and not more than six (6) months.
<b>Annual Leave</b>	The period of time in a year that a teacher goes on holiday.
<b>Appraisal</b>	The systematic process of annually evaluating a teacher's work performance. Appraisal is designed to make sure that teachers are focused on improvement and are performing to standard. Head teachers, Principals, Education Authorities, school committee or board members can be involved in appraisals of teachers.
<b>Assessment</b>	The formal process of evaluating a teacher's work performance (e.g. for confirmation). Generally, assessments are done after regular appraisals to determine whether a teacher meets the standard required e.g. to be confirmed in their positions or promoted.
<b>Authorized Officer</b>	Any officer of the Ministry and any Public Officer authorized in writing by the Minister or the Permanent Secretary to act either generally or on a particular occasion for a specific purpose or purposes under the Education Act.
<b>Education Act</b>	The Education Act. 1978 (No. 26 of 1978) or as amended.
<b>Education Authority</b>	A person or organization approved by the Minister to establish, operate and maintain schools. This includes Provincial, Church and Private Education Authorities.
<b>Education Policy</b>	Any policy document developed by the Ministry of Education and Human Resources Development and approved by Cabinet for use.
<b>Election Period</b>	The period of time during which the process of electing a member either to the Provincial Assembly or the National Parliament takes place.
<b>Employment Contract</b>	A document specifying a teachers terms and conditions of employment with an Education Authority.
<b>Evaluation</b>	The assessment of performance carried out by either the Inspectorate or another appropriate person or authority.
<b>Fixed Term Appointment</b>	An appointment given to an unqualified or retired qualified teacher for a period of time.
<b>Handbook</b>	This refers to the current Teaching Service Handbook
<b>Inspection</b>	In accordance with Section 19, of the Education Act 1978, School and Teacher Inspections shall be the responsibility of the Ministry of Education and shall be executed through the Inspectorate Division. All formal activities implemented by the Inspectorate in relation to schools and teachers are inspections. Chapter 8 presents different types of inspections.
<b>Minister</b>	The Minister responsible for the Ministry of Education and Human Resources Development

<b>Ministry</b>	The Ministry responsible for Education and Human Resources Development.
<b>Misconduct</b>	The act of undue behaviour by a teacher thus demeaning the teaching profession
<b>Permanent Appointment</b>	An appointment given to qualified teachers for an indefinite period of time.
<b>Permanent Secretary</b>	The Permanent Secretary for the Ministry of Education and Human Resources Development
<b>Probationer</b>	A newly graduate teacher who has successfully completed teacher training course in a recognised teacher training institution.
<b>Probationary Period</b>	The period of time, usually one (1) school year in which a probationer is being tested his/her teaching capabilities.
<b>Provincial Education Authority</b>	The organisation accountable to the Provincial Government or Honiara City Council and approved by the Minister to establish, operate and maintain schools.
<b>Provision</b>	Terms or conditions that govern or control employment.
<b>Qualified teacher</b>	A teacher who has completed a qualification in a subject area or areas and is appointed to teach but does not possess a Certificate, Diploma, Degree, Masters or Doctorate in teaching or education. He/she is not trained as teacher, but qualified to teach.
<b>Responsible Post</b>	Teaching positions in schools that require bigger responsibilities.
<b>Retired teacher</b>	A teacher who officially leaves the teaching service either due to age and is pronounced medically unfit to continue teaching
<b>Sexual Misconduct</b>	The act of sexually abusing or assaulting a person. This includes sexual harassment in the workplace which involves: unwelcome sexual advances, requests for sexual favours and other verbal or physical conduct of a sexual nature that is deemed offensive.
<b>School Board or Committee</b>	School boards of management for secondary schools and school committees of management for primary schools and ECE Centres that are responsible for several tasks in co-managing the school according to the Basic Education Policy, annex 1 Constitution.
<b>School Holiday</b>	The period of time in a year that schools go for a recess.
<b>Teacher</b>	A person registered to teach as described in Chapter 3
<b>Teacher in Training</b>	A selected group of Primary school teachers participating in the Certificate of Training for Primary Education (by distance flexible learning).
<b>Trained teacher</b>	A person who graduates with a Certificate, Diploma, Degree, Masters or Doctorate in teaching or education.
<b>Teaching Service Handbook</b>	The Handbook which sets out the conditions of service for which teachers are employed and stipulates the rights and obligations of teachers and their employing Education Authorities.
<b>Tenure Appointment</b>	An appointment made to a teacher who does not possess a teaching or education qualification to a responsibility post.
<b>Trial Promotion</b>	An appointment given to a teacher who holds a responsible post for the first time, usually for a period of one (1) year.

## **CHAPTER 1. Introduction**

- 1.1. This Handbook is published under Section 37 (1) of the Education Act 1978 and is a guide to teachers, Education Authorities, School Committees and Boards (see Appendix H), setting out the conditions of service under which teachers and educators of the Solomon Islands Teaching Service are employed.
- 1.2. While the Handbook is a gazetted document, the Appendices are set from time to time by the Permanent Secretary.
- 1.3. This Handbook will be reviewed after every three year period.
- 1.4. The Handbook stipulates the rights and obligations of teachers and their Education Authorities. The provisions are a form of contract entered into between a teacher and his/her Education Authority, School Committees and Boards and communities to ensure that the relationship between them is clear, secure, and fair and forms the basis for a good working relationship and high quality education service to the children and the community. A sample employment contract is shown in Appendix (J).
- 1.5. An Education Authority and a teacher may agree on additional matters over and above that specified in this Handbook, which shall be stated in their contract of employment.
- 1.6. The Education Authority, Principals/Head teachers should ensure that a copy of this Handbook is readily available to members of their staff, and the members of School Committees and Boards who should familiarise themselves with the contents of the Handbook.
- 1.7. This Handbook should be read in conjunction with the Education Act and relevant MEHRD Education Policies that are produced from time to time.

### **1.2 Interpretations**

In this Handbook unless otherwise stated, the following interpretations shall apply;

- 1.2.1. The terms “Province”, “Provincial” and “Provincial Assembly” shall be deemed to include Honiara City Council.

### **1.3 Supersession of previous editions**

For the avoidance of doubt, the provisions of this Handbook shall come into effect on the date published in the Gazette and shall supersede the Provisions of any previous Handbook.

## **CHAPTER 2. Solomon Islands Teaching Service Commission**

### **2.1 Teaching Service Commission – Membership**

Teaching Service Commission (TSC) is established under the Constitution (Amendment) Act 1982, (No. 14 of 1982), and consists of the Chairman of the Public Service Commission who shall be the Chairman of the Commission and not less than two or more than three members appointed by the Governor General. Members are drawn from the general public, but they must not be members of Associations or Societies which are political in nature, or public officers. They cease to become members of the Commission if they become politicians, public officers, members of political associations and societies, are incapacitated either physically or mentally, or are imprisoned.

2.1.1 The Chair person, members of the TSC are appointed initially for a three (3) year term and may be re-appointed for another term. They cease to become members after having served a maximum of two (2) terms.

### **2.2 Functions of the Teaching Service Commission**

2.2.1. The Power to make appointments to the offices as referred in section 116B of the Constitution (Amendment) Act, 1982 No. 14 of 1982. (Including power to confirm appointments) and to remove and to exercise control over persons holding or acting in such offices, is vested in the TSC.

2.2.2. The TSC may, subject to such condition as it thinks fit, delegate any of its powers under this section by directions in writing to any member of the Commission or to any public officer.

2.2.3. If and when any delegation is made, it shall be published and distributed as an Appendix to this Hand book, so that its existence and its terms are accessible to all members of the Solomon Islands Teaching Service.

2.2.4. Note Appendix A for current delegation of power to confirm appointments to the Permanent Secretary, Under Secretary Administration and Director of Teaching Service of the Ministry of Education and Human Resources Development.

### **2.3 Solomon Islands Teaching Service Office**

The Solomon Islands Teaching Service Office (TSO) is established as the administrative office of the Teaching Service and the TSC. Its functions are to;

2.3.1 Act as a Secretariat for the Teaching Service Commission.

2.3.2 Maintain and keep under review the Register of Teachers.

2.3.3 Issue Teacher Registration Certificates.

2.3.4 Monitor and facilitate teacher appointment, promotion, demotion and salary payments.

2.3.5 After confirmation of an appointment, demotion, resignation or suspension to immediately update the central payroll for teachers at the Ministry of Finance and Treasury. Education Authorities are therefore obliged to report any demotion or suspension or transfer of staff to TSO.

- 2.3.6 Share all names and other relevant data about probationary teachers, teachers on trial promotion and tenure appointment (see 4.4) on time with the Inspectorate, in order these teachers can be assessed within the required period of one year for probation and trial promotions or within the agreed period of tenure.
- 2.3.7 Also all names of teachers and other relevant data about teachers who serve on the basis of Fixed Terms Appointments (FTA) need to be shared by EAs and TSO with the Inspectorate as all teachers should be assessed every two (2) years before they receive a new or revised contract.
- 2.3.8 Deal with salaries of teachers appointed by Education Authorities.
- 2.3.9 Implement policy matters that are approved by the Government from time to time.
- 2.3.10 Manage the teacher establishment and budget process.
- 2.3.11 Carry out decisions of TSC and the Ministry of Education.
- 2.3.12 Develop and review the National Scheme of Service for Teachers (Appendix C).
- 2.3.13 Maintain professional and administrative links with SINTA and Education Authorities and any other teacher related associations.
- 2.3.14 All other functions as the TSC may delegate to it.

## **2.4 Responsibilities of the Education Authorities to the Teaching Service Commission.**

The role and functions of Education Authorities and School Boards and Committees are described in Appendices G & H respectively. Education Authorities are responsible to the TSC for:-

- 2.4.1 Notifying the TSC through the TSO on all matters related to discipline of teachers.
- 2.4.2 Notifying the TSC through the Inspectorate Division and TSO on all matters of confirmation of promotion of teachers.
- 2.4.3 Notifying the TSC through the TSO all matters related to the demotion of teachers.

## **2.5 Responsibilities of Education Authorities to the Teaching Service Office.**

- 2.5.1 Informing the TSO of any vacancy that may exist in their schools, advertisement of posts, the selection process and appointment of teachers.
- 2.5.2 Keeping the Ministry informed through TSO on all matters relating to teacher posting and performance.
- 2.5.3 Ensuring the timely submission of final teacher postings for the following year to TSO and Inspectorate, by the 1<sup>st</sup> of December of the current year.
- 2.5.4 Such other matters as the Ministry may from time to time require from the Education Authority.

## **CHAPTER 3. Registration of Teachers**

### **3.1 Requirements for Teacher Registration**

- 3.1.1 In accordance with Section 29 (1) of the Education Act, no person shall be employed as a teacher in a school unless his/her name is registered on the Register of Teachers and has been issued with a registration certificate by the Permanent Secretary.
- 3.1.2 The responsibility to manage and keep under review the Teacher Register is vested with the TSO as specified in 2.3.2 and in accordance with Sec 15 of the Labour Act (Cap. 73).
- 3.1.3 A teacher may be registered as:
- a) A Permanent Registered Teacher, or
  - b) A Provisionally Registered Teacher.
- 3.1.4 A teacher who is registered under the Act as Permanent or Provisional shall for all purposes be deemed as a teacher and may be appointed to hold any vacant position in any school for which he/she is suitably qualified.

### **3.2 Registration Process**

- 3.2.1 A teacher, who is employed for the first time, must submit the relevant application form (see Appendix K) to the TSO for registration as provided in Section 30 of the Education Act, 1978
- 3.2.2 An application for Permanent and Provisional Registration must be accompanied with an "Offer of Appointment" to a vacant post and other necessary documentation such as two (2) referee reports, a copy of an approved teaching/education qualification, a Police Clearance Certificate and a Medical Report from a medical practitioner who is recognised by the Education Authority.
- 3.2.3 Upon receipt of the application, the TSO shall consider the application and where the application is in order, enters the name of the applicant on the Register of Teachers, and advises the Permanent Secretary to issue a Registration Certificate. Where the TSO finds that the application is not in order, it informs the Permanent Secretary who will make a final decision. Where the Permanent Secretary rejects registration of a teacher, the TSO shall inform the employing Education Authority of the decision and the teacher not included the Register of Teachers.
- 3.2.4 Section 29 (2) of the Act stipulates that registration is not required in the case of a person engaged in teaching cultural or religious subjects for less than 5 hours in any one week.
- 3.2.5 Section 33 of the Education Act stipulates that the Permanent Secretary may refuse to register a person as a teacher on grounds of lack of appropriate qualification or on grounds that the employment of such person could be detrimental to the health and welfare of pupils and/or the public and national security.

### **3.3 Criteria for Permanent Teacher Registration**

A teacher can be permanently registered as teacher when he/she meets the requirement of a trained teacher.

3.3.1 A trained teacher is one who has successfully completed a course of teacher training or a teacher training programme at a recognised Teacher Training Institution for a period of not less than one year, resulting in the award of a teaching or education certificate, an (undergraduate) diploma, a degree, a Masters or a Doctorate in Teaching or Education. They are referred to as 'certified' teachers in the Performance Assessment Framework of the Ministry. In the Ministry policy documents they are referred to as 'trained' teachers.

### **3.4 Criteria for Provisional Teacher Registration**

A person can be provisionally registered as a teacher in the following circumstances:

3.4.1 A person without teacher training but who has a technical, vocational or specialist qualification from a recognised tertiary institution and who has successfully completed a course of study, equivalent to a period of not less than one year full time study which will enable him/her to teach such subjects at appropriate levels of the school system. They are referred to as 'qualified' teachers in the Performance Assessment Framework of the Ministry. They are not trained as teacher, but they are qualified to teach.

3.4.2 A newly graduated trained teacher serving his/her probationary period.

3.4.3 A Provisional Certificate shall only be valid for a period of two (2) years, and may, on application by the Education Authority be renewed for a further two years.

### **3.5 Removal from the Register of Teachers**

3.5.1 As provided in Section 34 (1) of the Education Act 1978, where a teacher has been disciplined the Permanent Secretary has the right to remove the teacher's name from the Register of Teachers, thus prohibiting the teacher from continuing employment as a teacher.

3.5.2. A teacher who wilfully disregards the "Code of Professional Conduct" as provided in Section 11.1 to 11.8 and provisions for misconduct as provided in Section 12.1 to 12.16 is liable for removal from the Register of Teachers.

3.5.3. A teacher who has been removed from the Register of Teachers for disciplinary offenses not identified as serious (as in 3.5.4) may, after the expiry of two years from the date of removal from the Register of Teachers, apply for re-registration as provided in Section 34 (2) of the Education Act, 1978. will need to re-apply to the TSO for registration.

3.5.4. A teacher who has been removed from the Register of Teachers for a serious disciplinary offense shall not be considered for re-registration. Serious disciplinary offences are sexual misconduct with a student, misuse of School Grants resulting in imprisonment of more than six months and serious criminal offences resulting in imprisonment for six months.



## **CHAPTER 4. Employment**

### **4.1 Provision of Employment**

- 4.1.1 Education Authorities are provided with a Teacher Establishment per approved school through the annual Government Budget process. The basis for the teacher establishment is student numbers for the Early Childhood Education (ECE) and Primary sub sectors and subject loads for the Secondary and TVET sub sectors (see Appendix B).
- 4.1.2 All teachers (except Probationers) enter into a contract of employment with an Education Authority, who is the employer.
- 4.1.3 The contract of employment between the employer and the teacher is tied to a particular post at a particular school for a minimum period of time of three (3) years or a period of time specified in the Letter of Confirmation of appointment from the TSO.
- 4.1.4 The starting salary for a teacher is determined by the post to which they are appointed and their position in the scheme of service, as set out in Appendix C.
- 4.1.5 These provisions also apply to overseas staff employed by an Education Authority with additional provisions stipulated in Appendix E,

### **4.2 Employment of Teachers from overseas.**

- 4.2.1 All overseas staff whether appointed as volunteers or by special contract arrangements from Education Authorities must be notified to the Teaching Service Office for approval and they must be able to provide evidence that they have completed a recognised teaching qualification.
- 4.2.2 Teachers from overseas who want to be appointed to teach in Solomon Island schools need to demonstrate a recognised qualification in teaching which should indicate at least the same level of the pre-service diploma training for teaching in Solomon Islands.
- 4.2.3 After registration and approval from TSC, they could get an offer for the position of teacher under an Education Authority and at a specific school. They then need advice and guidance about the National Curriculum and national teaching standards and main education policies. This induction should be provided by the Principal or Head Teacher (or their nominees) and, as above for responsibility post holders, they should be assessed after six months.
- 4.2.4 If they have met the requirements specified in the professional standards for teachers (see Chapter 10), the principal or head teacher should then recommend them for a confirmation visit from the Inspectorate. If they have not met these requirements, they should be reassessed after another six months having received further advice and guidance from the Principal or Head Teacher.

### 4.3 Remuneration of Teachers

- 4.3.1 Remuneration of teachers appointed by an Education Authority within the Teacher Establishment shall be the responsibility of the TSO.
- 4.3.2 Remuneration of Teachers appointed by an Education Authority outside the approved Teacher Establishment set by the TSO annually shall be the responsibility of the Education Authority.
- 4.3.3 The TSO reserves the right to accept or reject a request for confirmation of appointment and shall inform the responsible Education Authority of its decision within 30 days of its deliberation on submission.
- 4.3.4 Salary payments for newly recruited and re-appointed teachers shall be effective as from the date of appointment specified in the "Offer of Appointment" duly signed by an Education Authority and a teacher and confirmed by TSO.
- 4.3.5 On re-appointment, a trained teacher who has already received payment for Long and Dedicated Service Benefit (LDSB), as provided in Sec. 4.11, shall be placed at the last point of the salary level equivalent to his/her teaching qualification as provided in the "scheme of service" (Appendix C). On re-appointment to a responsibility post, the teacher shall be paid the salary appropriate to the salary level of the post.
- 4.3.6 TSO is responsible within 14 days after the confirmation of an appointment to update the central payroll for teachers at the Ministry of Finance and Treasury.
- 4.3.7 No claim made by an Education Authority on behalf of a teacher for the payment of salary, allowances or any other award under the Teaching Service Handbook shall be processed by the TSO unless the claim is lodged within 12 months of the event which gave rise to the claim.

### 4.4 Types of Appointments

Appointments within the Solomon Islands Teaching Service may fall under one of the following categories, noting that the prerogative is with the Education Authorities, but the preference is to move toward fixed term or tenure appointments for responsibility post holders:

- 4.4.1 **Permanent Appointment:** - An appointment for an indefinite period given to trained teachers who hold class teacher posts in schools.
- 4.4.2 **Probationary:** - A Probationary appointment is for a term of one year and applies to all trained teachers on their first appointment.
- 4.4.3 **Fixed Term Appointment:** - A Fixed Term Appointment shall be generally for a period of two (2) years. All Fixed Term Appointments shall be renewable for the same period by mutual consent of both parties (Education Authority and teacher) and after External Appraisal and/or performance evaluation by the Head Teacher or Principal. Untrained teachers (see 3.4.1.) may be offered Fixed Term Appointments for the period required by the Education Authority, however, from August 2011 Fixed Term Appointments should only be offered to trained teachers.
- 4.4.4 **Tenure Appointment:** - A Tenure appointment is an appointment to a responsibility post, above the current level (substantive level) of a teacher for a fixed period of time. On

completion of the specified time, the tenure may be renewed subject to a successful External Appraisal and/or performance evaluation. If performance is not adequate or the responsibility post no longer required the teacher will return to a post at his/her substantive level.

- 4.4.5 **Trial Promotion:** - Where there is a vacancy, an Education Authority may appoint a teacher for a trial promotion, for a period not exceeding one school year, during which the teacher will draw the full salary for the position. Confirmation or extension of the promotion shall be subject to successful performance evaluation in the position. If performance is not adequate that teacher shall return to his/her level as before the trial promotion.
- 4.4.6 **Fixed Term Appointment after receiving Long Dedicated Service Benefit (LDSB):** - Where an Education Authority requests the re-appointment of a trained teacher who has either retired on grounds of age, medical or resignation and has been paid LDSB shall be re-appointed as provided in Sec. 4.4, Sec. 4.8.3 and Sec. 4.8.4 of this Handbook.
- 4.4.7 Any teacher who is being promoted to a higher position and the Education Authority is offering them a permanent appointment must be appointed under a trial promotion process.
- 4.4.8 **Acting appointments:** - Where a teacher is appointed to a responsibility post on any of the following grounds for which the teacher will receive a charge allowance:
- 4.3.8.1 While a vacant post is being processed for appointment;
  - 4.3.8.2 To fill a post while the substantive holder is on study leave;
  - 4.3.8.3 To fill a post while the substantive holder is on an official study tour or is attending a seminar;
  - 4.3.8.4 To fill a post while the substantive holder is on prolonged sick leave.
- 4.4.9 Any acting appointment shall not be less than ten (10) working days and not more than six (6) months, after which the situation must be reviewed for appointment through the normal appointment procedures under section 4.4

## 4.5 Appointment Procedures

The following are to be noted in the appointment of teachers:-

- 4.5.1 Only after being provided with a Teacher Establishment per approved schools, all vacant posts within the Teacher Establishment shall be advertised by the Education Authority. Each Education Authority shall keep the Ministry of Education informed of all its advertisements.
- 4.5.2 All advertisements shall be published and publicly posted for at least two (2) weeks prior to the closure of application.
- 4.5.3 Where the Education Authority has received an application for a vacant responsibility position at any of its school/s, the Authority shall not consider that application unless the applicant is registered on the Register of Teachers kept by the TSC. The EA should therefore consult TSO on the Register of Teachers prior to the interview process.

- 4.5.4 When considering an application, the Education Authority shall take into account the applicant's qualification, experience, motivation, specific skills, mother tongue, the local environment of the school and community (e.g. housing and specific needs of school and school committee) and other factors which the Education Authority may think relevant. The Education Authority should not discriminate on grounds of age, gender or ethnicity.
- 4.5.5 The Education Authority has to establish a teaching force which is gender balanced, adequately trained and motivated to teach in the selected school and to live in the selected community or neighbourhood and therefore must aim to achieve gender balance in all sub sectors, only employ teachers that are trained and preferably provide the schools and communities with teachers who were born and grew up in or around the selected community or school and speak the vernacular.
- 4.5.6 The Education Authority has to organise interviews for the short-listed candidates who have applied for teaching posts at its school/s. The time and venue for the interviews are to be fixed by the Education Authority which must ensure that the applicants are timely notified.
- 4.5.7 Where an applicant has been interviewed and selected to fill a vacant post, the Education Authority shall notify the successful applicant in writing and offer him/her the post (see Appendix J). The successful applicant may accept or decline the offer within fourteen (14) days after the date of the offer.
- 4.5.8 Where the offer has been accepted, the Education Authority shall appoint that person to the post for and shall within fourteen (14) days notify the TSO of the appointment along with appropriate supporting documents. Such supporting documents shall include the signed Letter of Offer of Appointment, Personal Occurrence Report Form (POR), appropriate certificates, Police Clearance, Medical Report and a list of candidates interviewed for the post.
- 4.5.9 The TSO will consider the appointment to see if it is within the Teacher Establishment of that school and conforms to the qualifications required for such an appointment as outlined in this handbook, and confirm or object to the appointment within 30 days of receipt of the notice of appointment from the Education Authority.
- 4.5.10 Where the TSO objects to confirming an appointment made by an Education Authority, the Education Authority may appeal to the TSC. The TSC will rule on the appeal within 1 month of receipt of appeal from the Education Authority.
- 4.5.11. Upon confirmation of the appointment the TSO shall facilitate the salary payments for the appointment according to Appendix C (Scheme of service and salaries) within two weeks of the date of confirmation.
- 4.5.12. A teacher must be at post on or before the date of appointment as specified in the signed "Offer of Appointment" by the Education Authority and the teacher.

#### **4.6 Transfers within the same authority**

- 4.6.1 The Education Authority shall offer a teacher a transfer from one school to another within that Authority under any of the following circumstances:-

4.6.1.1 Where the teacher and the Education Authority agree on the transfer.

4.6.1.2. Upon the closure of the school.

4.6.1.3 Where the school's staffing establishment entitlement falls below the current establishment, because of decreasing enrolment numbers.

4.6.1.4 Where a teacher completes his/her term of tenure.

4.6.1.5 Where the working relationships of the teacher at school and/or with the community in which the school is situated is not up to the required standard according to the assessments by Inspectorate.

4.6.1.6 Where there is an imbalance between trained and untrained teachers in the school.

4.6.1.7 To meet the criteria on teacher deployment mentioned in 4.4.5.

4.6.1.8. Where staffing numbers are not corresponding with the approved teacher establishment for a school.

4.6.2 No teacher holding a responsibility post and with a salary level confirmed by the TSC for that responsible post shall be moved to a lower post in another school or the same school.

4.6.3 Where a teacher refuses to accept an offer of transfer caused by any of the above circumstances 4.5.1.2 to 4.6.1.8, the refusal may equate to a resignation, however, the TSO may be requested by either party to mediate.

#### **4.7 Transfers from one Education Authority to another**

4.7.1 A teacher wishing to transfer from one Education Authority to another shall apply for a vacant post, and must notify his/her Education Authority at the time of application to the other Education Authority. If the application is successful, the teacher will be required to work the full notice of resignation period unless an alternative notice period is agreed with the current Education Authority.

4.7.2 Upon notification of an application under this section, the current Education Authority shall forward a brief report of the teacher, all relevant information, and a desirability of the transfer of the teacher to the receiving Education Authority. Every effort should be made by the receiving Education Authority to obtain the views of the Education Authority where the teacher is currently employed.

4.7.3 If a transfer is approved by both Education Authorities, the effective date shall be determined by the two Education Authorities. If this is not agreed the teacher must work the full notice of resignation period for the current Education Authority.

4.7.4 Where a transfer has been effected, the receiving Education Authority shall meet all travel costs and expenses by the most direct and economic route between the current school and the new school.

4.7.5 A transfer to another Education Authority without the approval of the current employing Education Authority, or without due notice is invalid. The receiving Education Authority must provide the TSO with copies of the current Education Authority's approval to transfer or copies of the due notice served by the teacher. If such information is not provided to the TSO it shall cease that teacher's salary.

- 4.7.6 A teacher who transfers to another Education Authority will receive the budgeted salary of the new post, which may be more, or less than in their previous post.
- 4.7.7. A Teacher in Training (TIT) shall not be permitted to transfer from one Education Authority to another.

#### **4.8 Termination of employment**

The Education Authority may terminate the employment of a teacher on any of the following grounds:-

- 4.8.1 Expiry of contract of employment.
- 4.8.2 Where the teacher is in breach of his/her contract of employment; as specified in the letter of "Offer of Appointment.
- 4.8.3 Where it is clearly shown to or observed by the Education Authority that the teacher is not performing to the standard expected of him/her and the normal process for addressing inadequate performance has been exhausted.
- 4.8.4 The teacher wilfully disregards the terms and conditions stipulated in this Handbook.
- 4.8.5 is guilty of misconduct. (See 12.1)
- 4.8.6 Where a Probationer is proven to be professionally unfit and incapable of performing his/her duties, the Education Authority shall terminate his/her appointment after giving one month's notice. (See 6.9).

#### **4.9 Re-employment of terminated trained teachers, retired teachers and resigned teachers.**

The re-employment of terminated, retired and resigned teachers shall only apply to trained teachers. Provisions in Sec. 4.4 together with provisions in this section shall apply to all cases of re-employment.

- 4.9.1 A teacher whose employment has been terminated for misconduct resulting in de-registration may be re-employed by an Education Authority, provided that the Education Authority is fully satisfied that the teacher has shown signs of improvement on his/her attitude and commitment to the profession. Proper counselling and mentoring by the Education Authority must be made prior to the re-employment, during which time strict conditions guiding the re-employment are set. Teacher must apply for re-registration.
- 4.9.2 Submission for re-employment of a terminated teacher by an Education Authority (as in 4.9.1) must be accompanied by a report on the counselling and the conditions agreed upon by the Education Authority and the teacher. Failing this, TSO will reject re-appointment of the terminated teacher.
- 4.9.3 An Education Authority may request to the TSO the re-employment of a teacher who has been retired on age or medical grounds. The request must be accompanied with a current assessment report by a Principal/ Head Teacher or a School Board/Committee Chairperson on the teacher's competency.

- 4.9.4 The re-employment shall be on a Fixed Term basis for a period not exceeding two (2) years and can only be renewed for a further term after a positive assessment report on the teacher's work performance or on the health condition is received by an Education Authority from the Principal/Head Teacher, School Board/Committee Chairperson and a recognised medical practitioner.
- 4.9.5 A teacher who has resigned and applies to re-join the Teaching Service can only apply to an Education Authority for re-employment one (1) year after his/her resignation takes effect.
- 4.9.6 No Education Authority is permitted to recruit untrained teachers since August 2011. It also means that in no circumstances an Education Authority shall request the re-employment of an untrained teacher who has been terminated by the TSC.
- 4.9.7 Teachers who have resigned or retired can be re-engaged under FTA, when there is no report about misconduct. Teachers who are older than the age of retirement (55 years) should demonstrate their good health through a medical report from a Medical Practitioner.

#### **4.10 Retirement on medical grounds**

An Education Authority may recommend to the TSO to retire a teacher on medical grounds. The recommendation must be accompanied by a medical report from a registered Medical Practitioner upon which the Education Authority may retire the teacher.

#### **4.11 Retirement on grounds of age**

- 4.11.1 Where a teacher has reached 55 years of age and the Education Authority has determined through due process that the teacher can no longer competently carry out his/her responsibilities, the Education Authority must retire the teacher.
- 4.11.2 Where the teacher has reached 55 years of age and the Education Authority sees it fit for the teacher to continue teaching the teacher shall be re-employed in accordance with provisions in Sec. 4.9.3 and 4. 9.4..

#### **4.12 Retirement on public Interest**

Where a teacher's work performance and professional reputation appear to fall below acceptable work and teacher professional standards (see Chapter 10), an Education Authority shall request an immediate inspection. If, after due process, it is confirmed that the work performance or professional reputation are not satisfactory, the Education Authority will retire the teacher.

## **CHAPTER 5. Resignations**

### **5.1 Resignation period**

Any teacher (including responsibility post holders) wishing to terminate their employment with an Education Authority, unless otherwise stated in their contract of employment, shall give three (3) months notice in writing to his/her Education Authority, which shall inform the TSO. TSO will immediately inform the payroll section in the Ministry of Finance.

### **5.2 Resignation for Provisional Teachers**

In the case of a teacher with provisional registration, the notice period required also three (3) months.

### **5.3 Breach of notice period**

A teacher who resigns and leaves his/her post without working the required notice period is in breach of his/her contract. The teacher (including provisionally registered teachers) shall be liable to pay three months salary in lieu of notice.



## **CHAPTER 6. Probationers**

### **6.1 Probation Period**

All new teacher graduates on first appointment shall serve a one (1) year probation period.

### **6.2 Appointment**

Probationers shall apply to the Ministry (ECE/PE/SE/TVET) Divisions for appointment in the normal appointment process as described in Chapter 4. The MEHRD reserves the right to control, to expand or to reduce the demand for teachers within agreed recurrent national budget ceilings and to post Probationers to areas of trained manpower need as it see fit.

### **6.3 Supports to Probationers**

6.3.1 The Ministry and the employing EA shall be responsible for systematic support to the probationer through regular supervision, mentoring and appraisal by the head teacher and principal.

6.3.2 The probationary teacher shall have reduced teaching load during the probationary year. The reduced teaching will be 80% in the probationary year.

### **6.4 Confirmation of Probationers**

Confirmation of a Probationer shall be made by the TSC based on the Probationer's inspection reports which shall be written within one year and submitted to TSC. The probationer will be also appraised by the head teacher of principal in the school (see chapter 8). On confirmation, a teacher shall move to the next increment level.

### **6.5 Extension of probationary period**

Where it becomes necessary that the probationary period be extended beyond the specified period of one year, the TSC shall approve such extension on the advice of the Education Authority or Inspection report, which must be submitted to TSC within one year after the teacher's appointment.

### **6.6 Eligibility for promotion**

No probationer shall be considered for promotion within the probationary period but may receive charge allowance for performing the duties of a responsibility post.

### **6.6 Salary/Leave/Allowances**

6.6.1 Probationers are trained teachers; therefore, they are entitled to a salary, leave and allowance at the level appropriate to their qualification and position.

6.6.2 Probationers are also entitled for leave and other allowances as specified in this Handbook.

### **6.7 Discipline**

A Probationer shall be subject to the Teaching Service Hand Book in all disciplinary matters.

### **6.8 Transfers**

No Probationer shall be transferred from school to school or be transferred from one Education Authority to another Education Authority during his/her Probationary period, except under exceptional circumstances, such as the transfer of a working spouse or for security reasons.

## **6.9 Termination of employment**

If after due process including the process mentioned in 6.4 and evaluation, a Probationer is proven to be professionally unfit and incapable of performing his/her duties, the Education Authority shall terminate his/her appointment after giving one month's notice.

## **6.10 Scholarships during probationary periods**

6.10.1 Probationers while on probation are not eligible for full-time scholarships, whether locally or overseas, unless he/she resigns after giving a one (1) month notice of resignation. However, they may still fully participate in professional development.

6.10.2 A probationer who resigns to go on full-time studies shall upon resumption of teaching duties, serve a one (1) year probation period.

## **CHAPTER 7. School Calendar**

### **7.1 School Duration**

- 7.1.1 The school calendar is set by the Permanent Secretary on the advice of the National Education Board. Schools are expected to be open for a minimum of 190 working days per year. A school that wishes to alter the school calendar for any reason shall inform its Education Authority which shall then inform the Permanent Secretary. The Permanent Secretary reserves the right to approve or reject a schools' request to alter the school calendar.
- 7.1.2 A teacher is expected to be on duty in his/her school for the full school calendar year, including the term and midyear school breaks during which time they are expected to attend official workshops and other activities that promote professional competence conducted by the Ministry, EA or other recognised teacher training providers.
- 7.1.3 The breaks after every term shall be for one (1) week and the end of the year break shall be up to six (6) weeks.
- 7.1.4 The school committee or board shall set the starting date as close a possible to the suggested date by the Ministry but shall ensure that the required number of school days and breaks are met according Sections 7.1.1 and 7.1.3.

### **7.2 Official working hours**

The official daily working hours for teachers shall be from 8.00am to 4.30pm. A school, because of factors related to distance and transport, may consult its EA to vary the working hours.

### **7.3 Hours of instruction**

The hours of instruction for each sector of a school are as follows:

- a) Early Childhood Education 4 hours per day.
- b) PE: Year 1 to Year 2 4 ½ hours per day.
- c) PE: Year 3 to Year 6 5 ½ hours per day.
- d) SE: Year 7 to Year 13 5 ½ hours per day.
- e) Rural Training Centres 5 ½ hours per day, but depending on specific course delivery and in which courses students are participating.

### **7.4 Boarding and extra curricula duties**

At boarding schools teachers are required to carry out boarding extra curricula duties outside normal working (teaching contact) hours for which they are entitled to boarding duty or other allowances. (See 14.4 and 14.7)

## **CHAPTER 8. Inspection, appraisal, promotion and confirmation**

### **8.1 Power to inspect**

In accordance with Section 19, of the Education Act 1978, School and Teacher Inspections shall be the responsibility of the Ministry of Education and shall be executed through the Inspectorate Division. Education Authorities also have the authority and responsibility to carry out school and teacher Inspections from powers delegated by the Permanent Secretary.

### **8.2 Purposes of Inspection**

- 8.2.1 The main purpose of inspection is to assess the quality of teaching and learning in schools, the effective management and development of schools and to make recommendations for improvement.
- 8.2.2 Other purposes of inspection are to monitor the appropriate implementation of the curriculum, financial management, education leadership, staff professional development, the quality and utilisation of Whole School Development Plans and Standards (see Appendix M), to give advice on these matters and to confirm teachers, probationers and responsibility post holders for promotion.

### **8.3 Collaboration in the inspectorate framework**

- 8.3.1 Principals and head teachers in consultation with their school committees or boards are responsible to regularly appraise all teachers in their schools. They are also responsible for recommending the Inspectorate to confirm or terminate probationary teachers, teachers on trial promotion and overseas teachers.
- 8.3.2 Principals or head teachers in consultation with their school committees or boards may recommend Whole School Inspections for their schools or Inspectorate visits for their teachers through the Education Authority for confirmation of appointment, renewal of contracts, perceived misconduct, unsatisfactory performance and retirement on medical ground to the Inspectorate.

### **8.4 Types of inspections**

#### **8.4.1 Whole School Inspection (WSI)**

- 8.4.1.1 The purpose of the Whole School Inspection is to improve the overall quality of the school. In the WSI the Inspectorate assesses and reports on the following matters;

In the WSI the Inspection shall report on the following:

- (a) Progress of implementation of recommendations from the previous whole school inspection (if applicable);
- (b) The performance of the school against the current whole school development plan and progress made in the areas of access, quality and management;
- (c) The overall quality of the teaching and learning in the school;
- (d) The quality of the financial and education management in the school;
- (e) Assessments of probationers/responsibility post holders/overseas teachers who had been recommended for confirmation by the principal/head teacher if needed;

- (f) Self-appraisal process by teachers, appraisal by head teachers or principals and by chairpersons of school committee or board;
- (g) The appropriate implementation of the national curriculum;
- (h) Verification of teacher appraisals and teaching and learning standards;
- (i) Areas of good performance in the school;
- (j) Areas for improvement in the school.

8.4.1.2 Education Authorities should verify the recommendations of the WSI and monitor the progress of implementing the recommendations by the school.

## **8.4.2 Special inspections**

8.4.2.1 Inspections are special when authorised by the Permanent Secretary or requested by an EA for instance for the registration or deregistration of schools.

8.4.2.2 Inspections for teachers with a Fixed Term appointment or for contracted staff are fixed term inspections. These will be conducted on teachers whose terms of employment will expire soon and require renewal by the Education Authorities. A satisfactory report should be the prerequisite for an extension of the appointment or contract.

8.4.2.3. Immediate inspection of a responsibility post holder or a teacher whose performance is deemed unsatisfactory after receiving a report from the School committee/board or the Principal or Head Teacher. Also EAs can be requested to conduct such an immediate inspection.

## **8.5 Outputs and consequences of inspection**

8.5.1 Every WSI results in a report with recommendations for improvement. The school and Education Authority are responsible for the implementation of these recommendations. The school committee or board is responsible for monitoring of the improvement process.

8.5.2 The Education Authority or Ministry that request special inspections are responsible for the follow up on the recommendations.

8.5.3 Where an inspection concludes that a teacher, either as a probationer or a responsibility post holder, is not suitable for that appointment; the Education Authority shall make recommendations for termination to the TSC for its final decision.

8.5.2 Where an inspection concludes that a teacher is performing exceptionally well according to the bi-annual appraisals, inspections and the National Professional Teaching Standards (see Chapter 10) an accelerated incremental progression (see 13.6) or another reward could be provided (for instance participation in in-service training or a national/regional seminar in an area of professional interest).

## **8.6 Teacher Appraisal**

8.6.1 Appraisals are designed by the Ministry to make sure that teachers are focused on improvement and are performing to standard. Appraisals are different from assessments which are used for confirmation, contract renewal, promotion etc. They are also different from inspections (see 8.4) in which the inspectorate or EAs are directly and formally involved.

8.6.2 Teachers shall regularly do self-appraisals, at least bi-annually.

8.6.3 The Principal or Head Teacher (or nominee) in consultation with the School Committee or Board shall do bi-annual appraisals of all their teachers at the school.

- 8.6.4 EAs and School Inspectors can also be involved in teacher appraisals (see below 8.6.1). Also the School Inspector can be involved for providing advice.
- 8.6.5 Appraisals have to be done for every teacher including for probationers, responsibility post holders and teachers from overseas.

## **8.7 Types of Teacher Appraisal**

Teacher Appraisal shall be divided into two categories namely:

- (a) Self Appraisal, which is carried out by teachers themselves. See Inspectorate Handbook
- (b) External Appraisal, which is carried out by the Principal or Head Teacher and the Education Authority

### **8.7.1 External Performance Appraisals conducted by Principal or Head teacher**

- 8.7.1.1 The Principal or Head Teacher appraises the performance of a teacher in relation to his/her job description through a Teacher Appraisal process (see 8.8) for which specific forms are used.

### **8.7.2 External Appraisals conducted by Education Authority.**

EAs conduct external appraisals of:

- 8.7.2.1 School Principals and Head Teachers against their job descriptions according to the Teacher Appraisal Handbook and Implementation Guide of the Inspectorate.
- 8.7.2.2 Teachers for confirmation and extension of Fixed Term and Tenure appointments.
- EAs are responsible for:
- 8.7.2.3 organising a meeting of the Teacher Assessment Verification Committee which comprises of (Church Education Secretary, SINTA representative and Inspector(s)) and that screens the teacher appraisal reports.
- 8.7.2.4 endorsement of the teacher external appraisal reports for confirmation of probationary and trial appointments.

## **8.8 Teacher Appraisal process**

- 8.8.1 The process for the **Self Appraisal** is the following:
- (a) Initial meeting: The Principal or Head Teacher sets the time frame and plans for undertaking the self appraisal. The Principal or Head Teacher will monitor the self appraisal process, but not be directly involved.
  - (b) The self appraisal is done by the teacher at the agreed time over a period of 2 days and not later than the middle of Term 1
  - (c) Follow up meeting between teacher and principal: The completed self-appraisal form is discussed. The contents, objectives and problem areas are included in an agreed Improvement Activities Action Plan.
  - (d) Monitoring: Monthly monitoring meetings are agreed to plan for further activities to improve.
  - (e) Agreement about the external appraisal: Discussions will be held to plan for the external appraisal that takes place not later than 6 months from the submission of the internal appraisal.

- 8.8.2 The process for the **External Appraisal** is the following:
- (a) Initial meeting: The Principal or Head Teacher sets the time frame and plans for undertaking the external appraisal for the teacher.
  - (b) This appraisal is done by the Principal or Head Teacher and the Chair Person of the School Committee or Board (for the appropriate section 6 of the form) at the agreed time over a period of up to one (1) week. In case of a Principal or Head Teacher being appraised, this will be undertaken by the Education Authority or a person selected by the EA as an appropriate appraiser.
  - (c) Appraisal findings discussed between teacher and Principal or Head Teacher or in the case of an appraisal for a Principal or Head Teacher with the Education Authority or selected appraiser. The contents, objectives and problem areas are included in an agreed Improvement Activities Action Plan.
  - (d) Monitoring of the improvement: Monthly monitoring meetings are agreed to plan for further activities to improve
  - (e) If confirmation is deferred to the Principal or Head Teacher, the next external appraisal will be agreed upon within 6 months.
  - (f) All appraisals that prepare for confirmation or promotions should be completed by the beginning of October in order that teacher postings are completed in a timely manner for the following school year.

## **8.9 Monitoring by Education Authorities**

EAs to submit quarterly summary reports that include the most serious cases of unauthorised absence to TSO for action.

## **8.10 Monitoring by School Committee or Board**

- 8.10.1 Review of teacher appraisal reports according to Teacher Appraisal Handbook Section 6 page 12 and Section G of the Implementation Guide.
- 8.10.2 Check Teacher Attendance Register and make recommendations for action to responsible EAs monthly.
- 8.10.3 Monitor and review the implementation of the Whole School Development Plan and School Budget bi-annually.
- 8.10.4 Monitor the general administration and operation of their school regularly.
- 8.10.5 Monitor the overall school leaders and teachers behaviour according to the Code of Professional Conduct (See Chapter 11) and the National Teacher Professional Standards regularly (See Chapter 10).

## **8.11 Monitoring by Principals and Head teachers**

- 8.11.1 Check teachers' daily attendance registers and provide fortnightly summary report to the EA. In the case of serious absences, the principal or head teacher shall inform the EA for immediate disciplinary action.
- 8.11.2 Check the state of school infrastructure according to the Ministry Infrastructure policy and standards and ensure a safe, secure and healthy child friendly environment.
- 8.11.3 Monitor to ensure that the National Curriculum Statement is implemented.
- 8.11.4 Monitor to ensure that the Ministry minimum standards are adhered to and maintained.

- 8.11.5 Monitor to ensure that the Ministry standards on hours of instruction, work/teaching loads and the annual school year calendar are adhered to and maintained.
- 8.11.6 Mentor and coach probationers in preparation for External Appraisal for confirmation.
- 8.11.7 Check by sighting and signing of teachers weekly lesson plans, scheme of work and the student assessment and reporting process.

## **8.12 Confirmation of Probationary period.**

- 8.12.1 Principal and Head Teacher or their nominees such as Deputy Principal or Head of Department shall provide mentoring and coaching to the probationers in their initial year of teaching.
- 8.12.2 For the purpose of confirmation of appointment, the External Appraisal submission shall include the following current documents: a Teaching Certificate, a completed Data Summary Form, Confirmation of offer of appointment from TSO and copy of the lesson plan of the lesson observed.
- 8.12.3 Where the Principal or Head Teacher is satisfied with the External Appraisal of the probationer, he/she shall recommend to the Teacher Assessment Verification Panel for verification. The Education Authority then signs in agreement and the report is handed to the relevant provincial inspector who shall forward it to the Director of Inspectorate for submission to TSC for final confirmation of appointment.
- 8.12.4 Where a probationer's performance is unsatisfactory after two (2) consecutive External Appraisals, the principal/head teacher shall request the Education Authority for an independent appraisal by a school inspector within three to six months period and whose recommendation shall be final. The TSC shall be responsible for confirmation or termination of the probationer's appointment. The probationer may appeal the decision to the TSC.
- 8.12.5 The confirmation assessment by the inspector can be conducted during the Whole School Inspection visit.

## **8.13 Confirmation of Trial Appointments of Responsibility Post Holders**

- 8.13.1 Responsibility post holders shall be assessed through External Appraisal process by the principal or head teacher or their nominee after six months in the trial promotion period. The focus of the assessment is on areas of good performance according to the job descriptions, the Teacher Appraisal Handbook and Implementation Guide.
- 8.13.2 Where the principal or head teacher is satisfied with the External Appraisal of the responsibility post holder, he/she shall recommend to the Teacher Assessment Verification Panel for verification. The Education Authority then signs in agreement and the report is handed to the relevant provincial inspector who shall forward it to the Director of Inspectorate for submission to TSC for final confirmation of appointment.
- 8.13.3 Where the responsibility post holder is a principal or head teacher the External Appraisal shall be conducted by the Education Authority or the Inspectorate Division. The Appraisal recommendation shall be forwarded to the Teacher Assessment Verification Panel for verification. The Education Authority then signs in agreement and the report is handed to the relevant provincial inspector who shall forward it to the Director of Inspectorate for submission to TSC for final confirmation of appointment.



8.13.4 In the event where a responsibility post holder's performance is unsatisfactory after two (2) consecutive External Appraisals, the Education Authority shall request an independent assessment by a school inspector within three to six months period and whose assessment shall be final. The TSC shall be responsible for confirmation or termination of the responsibility post holder's appointment.

8.13.5. A teacher who has already been confirmed on a responsibility post leaves service and returns shall retain his/her previous salary level. The above process will apply to new appointment to responsibility post holder depending on qualification, experience and previous performance on the post.

#### **8.14 Confirmation of positions held by overseas teachers**

8.14.1 Principal/Head teachers appraise overseas teachers at the end of the first six months of being appointed to a teaching position in Solomon Islands.

8.14.2 Overseas teachers shall be assessed through External appraisal process by the principal or head teacher or their nominee after six months. The focus of the assessment is on areas of good performance according to the job descriptions, the Teacher Appraisal Handbook and Implementation Guide.

## **CHAPTER 9. Staff and School reports**

### **9.1 Progressive reports**

- 9.1.1 Principals or Head teachers shall maintain a daily teacher attendance register from which the Principal/Head Teacher shall submit monthly teacher attendance report to their respective Education Authority.
- 9.1.2 Principals/Head Teachers shall keep and maintain progressive assessment records of all staff of the school. The record shall be sent to the Education Authority for purposes of improving quality of teaching and also for confirmation, promotions, transfers, and disciplinary actions.
- 9.1.3 Progressive Staff Reports should be made available when any Inspection occurs.

### **9.2 Annual confidential staff reports (ACSR)**

- 9.2.1 The Principal/Head Teacher should make Annual Confidential Staff Reports on the basis of the external appraisals. The ACSR summarises teachers' performance, promotion prospects or disciplinary matters.
- 9.2.2 The Annual Confidential Staff Report forms are required to be completed on all teachers and cover the period 1st August to the 31st July of the following year.
- 9.2.3 After completion, the Annual Confidential Staff Reports should be returned to the Education Authority by the 1st September and copies should be forwarded to the TSO by 30th September of each Calendar year.

### **9.3 Personal occurrence report**

- 9.3.1 A Personal Occurrence Report (POR) must be submitted by the Education Authority to the TSO on a teacher at any time when an event has occurred that affects his/her salary payments. See Appendix L.
- 9.3.2 The Education Authority will complete a Personal Occurrence Report on all teachers recommended for appointments, promotions and confirmation to the TSC. In addition, the following documents shall be presented together with POR.
  - 9.3.2.1 A current appraisal report.
  - 9.3.2.2 Evidence of teacher's qualification and experience.
  - 9.3.2.3 Confidential reports and other references and curriculum vitae, and any other information the TSC may require.
  - 9.3.2.4 In the case of expatriate officers, any other document that may be required under Labour and Immigration Legislation.

### **9.4 Inspection reports**

Inspection Reports are produced by the Inspectorate of the Ministry of Education or the Education Authority to evaluate the performance of a teacher. See Chapter 8.

# CHAPTER 10. National Professional Standards for Teachers

## 10.1 Introduction

10.1.1 Teaching is a profession. The responsibility of professional teachers is to encourage learning and development for students, colleagues and for themselves. Teachers represent a profession that is practised in schools and communities. All teachers share responsibility for upholding the dignity and the welfare of all teachers and of the Teaching Service.

10.1.2 The professionalism of teachers is governed by two important measures of teaching practice and professional behaviour.

1. The **National Professional Standards**. These are described in this chapter. They set out what every teacher should know and be able to do, and the values and attitudes that all teachers should uphold.

2. The **National Code of Conduct**. That is set out in Chapter 11, and focuses on behaviour and the day to day conduct of teachers.

## 10.2 The Professional Standards

10.2.1 Solomon Islands Government approved the following Professional Standards in 2011. See 10.3 -10.5. All teachers shall achieve, maintain and develop these standards. The Ministry and Education Authorities shall use them as the basis for training, developing and assessing teachers.

## 10.3 Professional attributes: the values and attitudes of a competent teacher

10.3.1 Relationships with students

The teacher:

- establishes, demonstrates and maintains good relationships with students;
- exhibits empathy with students and establishes equitable relationships.

10.3.2 Communicating and working with others

The teacher:

- interacts with students, other teachers and school management;
- interacts with parents and guardians about students' progress and interacts with communities about the school's progress;
- involves parents and guardians as active stakeholders of students' well-being and achievement;
- models the behaviour of a good team player through collaborative and participatory working style.

10.3.3 Personal professional development

The teacher:

- takes initiative for his/her personal professional development; attends and learns from professional development activities;
- acts on advice and feedback and is open to coaching and mentoring.

## **10.4 Professional knowledge - what a competent teacher knows.**

### 10.4.1 Knowledge about teaching and learning

The teacher:

- knows a wide range of teaching, learning and behaviour management strategies, learning styles and abilities and understands how to maximise children's learning potential;
- understands the importance of a conducive learning environment to teaching and learning.

### 10.4.2 Knowledge about assessment and monitoring

The teacher:

- knows the assessment requirements for the subject(s) you teach;
- knows the different assessment approaches and strategies for these subjects;
- knows how to use local and national statistical information to evaluate the effectiveness of your teaching, and to monitor progress of those you teach and to raise their levels of attainment;
- knows the different monitoring strategies used in the Teaching Service and in your school.

### 10.4.3 Knowledge about subjects and curriculum

The teacher:

- has secure knowledge and understanding of the subject(s) he/she is teaching and related pedagogy;
- understands the curriculum for which he/she has been trained and its current requirements;
- knows about curriculum linkages, relevant initiatives and applications.

### 10.4.4 Knowledge about literacy, numeracy and information and communication technologies (ICT)

The teacher:

- knows the foundational importance of literacy, numeracy and ICT to teaching and learning;
- knows strategies for incorporating literacy, numeracy and ICT skills to support teaching and wider professional activities.

### 10.4.5 Knowledge about Achievement for All

The teacher:

- understands how students develop, learn and progress and the factors that contribute to their developments;
- knows the principles of inclusive education and knows implementation strategies in order to bring about equity in learning opportunities.

### 10.4.6 Knowledge about health and well-being

The teacher:

- knows his/her duty of care for students in the school and for school property, including legal requirements and national policies;
- knows how to identify 'at risk' or 'special' student behaviour, manage these students correctly and refer them to the relevant support system;
- understands the importance of the holistic well-being of students (cognitive, physical, emotional, spiritual, and social well-being).

## **10.5 Professional skills – what a competent teacher is able to do.**

### 10.5.1 Planning skills

The teacher:

- develops a teaching and learning programme that encompasses effective learning sequences;
- translates the national curriculum objectives into learning outcomes.

### 10.5.2 Teaching skills

The teacher:

- teaches lessons using appropriate strategies;
- teaches lessons that build on prior knowledge, develop concepts and processes and enable learners to apply new knowledge and meet learning objectives;
- uses appropriate teaching skills and resources and modify teaching to maximize learning for all.

### 10.5.3 Skills in assessing, monitoring and giving feedback

The teacher:

- uses an effective range of assessment and monitoring methods for improvement;
- provides timely and constructive feedback about students' attainment and progress;
- supports and guides students to identify progress they have made, their strengths and weaknesses and to improve student learning.

### 10.5.4 Skills in reviewing teaching and learning

The teacher:

- reviews teaching effectiveness and modify planning and practice accordingly;
- reviews the impact of feedback and modify plans and practice accordingly.

### 10.5.5 Skills in providing a conducive learning environment

The teacher:

- creates, sustains and manages a safe and positive learning environment - physically, culturally, socially, emotionally, spiritually and intellectually;
- establishes a clear framework for discipline to manage learners' behaviour constructively and promote self control and independence.

### 10.6.6 Skills in team working and collaboration

The teacher:

- works as one of a team and identifies opportunities to work together with colleagues, sharing effective practice with them;
- ensures that colleagues are appropriately involved in supporting learning and understand roles they are expected to fulfil.

# CHAPTER 11. Code of Professional Conduct

## 11.1 Introduction

The actions of a teacher should be guided by the ethical values for public life of integrity, honesty, equality and impartiality. This chapter translates those ethical values into a Code of Conduct, or behaviour, for teachers in Solomon Islands schools. This Code is based on the understanding that teachers, as professionals, have the following responsibilities to children, to the community, to the profession and to the Teaching Service:

## 11.2 Responsibility to the child

To help children and young people to become confident and successful learners and citizens, hence teachers shall:

- Work to achieve the learning outcomes of the National Curriculum;
- Develop children's self-reliance, self-development, and self-discipline;
- Develop their concern for the welfare of the community and the Nation;
- Set an example in behaviour, dress, and appearance that is acceptable to the community;
- Encourage respect for elders and other children and respect for cultural differences and religious beliefs;
- Uphold the UN-convention on the Rights of the Child. (See Appendix N).

## 11.3 Responsibility to the community and the nation

To achieve a co-operative and constructive relationship with the community, hence teachers shall:

- Respect the community you serve and participate in community activities;
- Keep themselves informed about matters of community and national importance;
- Encourage co-operation and understanding between teachers, parents, school and community.

## 11.4 Commitment and responsibility to the profession

To maintain community trust in the profession of teaching, hence teachers shall:

- Demonstrate respect and loyalty to other teachers;
- Respect confidentiality when dealing with children, their parents and your colleagues;
- Be constructive in any criticism of staff, school and students;
- Keep up to date with educational trends and professional development as a teacher;
- Take part in professional activities and teachers' associations.

## 11.5 Responsibility to the employer and the agency.<sup>1</sup>

As a member of the Teaching Service all teachers shall

- Know the current Terms and Conditions of Employment set out in this Handbook;
- Know the rules and regulations of the Teaching Service;
- Follow the accepted process of appeal, conciliation and arbitration when challenging rules and regulations or their interpretation;
- Be honest, open and fair in the management and use of school resources;
- Never use the professional teaching position for personal gain.

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<sup>1</sup> Some teachers are employed by an agency overseas that offers a fixed term contract See 4.2

## CHAPTER 12. Misconduct, Discipline and Complaints

This chapter sets out the Ministry's procedures for dealing with teachers who do not fulfil their duties or follow the Code of Conduct.

### 12.1 Misconduct

Misconduct is when a teacher behaves or attempts to behave in a manner that is detrimental in nature and brings disrepute to the teaching profession and therefore breaches provisions in the code of professional conduct as provided in Chapter 11 of this Handbook.

A teacher is guilty of misconduct and is subject to disciplinary action if he/she:

- 12.1.1 is absent without authority and wilfully refuses to fill in an absence report form to explain his/her absence;
- 12.1.2. is negligent or refuses to carry out his/her official duties in the classroom or other duties that may be delegated to him/her by his/her superiors at the school, or Education Authority level;
- 12.1.2 produces, possesses and/or uses illegal drugs or condones the same of students;
- 12.1.3 consumes or is under the influence of alcohol during official hours, produces/brews alcohol for sale or consumption or condones the same of students;
- 12.1.4 behaves disgracefully in a manner that is unacceptable which brings disrepute to the school and the community he/she serves;
- 12.1.5 fails to take care of or damages school property, equipment and materials put in his/her charge; or fails to account for school grants and other funds, and fails to make timely retirement of school grants as provided in the School Grants Policy.
- 12.1.6 gives false information on student enrolments in the annual school survey form or candidate forms for national examinations and fails to submit annual school survey forms by the 31<sup>st</sup> March each school year;
- 12.1.7 reveals the content of any National Examinations to his/her pupils or a third party prior to or during the examinations;
- 12.1.8 wilfully disregards an instruction or decision given to him/her in connection with the performance of his/her professional duties, by any person or body having the authority to do so;
- 12.1.9 disregards the provisions of the code of professional conduct;
- 12.1.10 engages in private business and other unofficial activities to the detriment of his/her professional obligations;
- 12.1.11 verbally or sexually abuses, harasses, engages or attempts to engage in a sexual relationship with a student;
- 12.1.12 is in possession of, circulates, produces and uses pornographic materials;

- 12.1.13 provides false information about his/her educational background/training/teaching qualifications and previous work experience;
- 12.1.14 is violent and abusive to students, teachers, and others in the school and community;
- 12.1.15 fails to report misconduct by a teacher in their school;
- 12.1.16 engages in extra marital affairs or elicits sexual relationship within the school, or in the immediate community.

## **12.2 Disciplinary procedures**

A teacher, who contravenes the code of professional conduct, shall be subject to the following disciplinary procedures:

- 12.2.1 The Principal/Head teacher and Education Authorities shall keep confidential files on teacher performance and behaviour;
- 12.2.2 For minor disciplinary matters the Principal/Head teacher should provide written warnings and provide counselling to teachers where appropriate. Even verbal warnings must be in written form;
- 12.2.3 Where one (1) verbal warning and one (1) written warning have been given for minor disciplinary matters and the teacher fails to improve, the Principal/Head teacher shall recommend to the Education Authority for major disciplinary processes as provided in section, 12.4 below to be instituted on the teacher;
- 12.2.4 The Principal/Head teacher shall inform the Education Authority in writing any teacher who breaches the code of professional conduct as specified in Chapter 11 The Principal/Head teacher shall make a full report of all alleged misconduct, including the teacher's written explanation within 14 days of being aware of the misconduct;
- 12.2.5 School Board/Committee shall be responsible to report misconduct of a Principal/Head teacher to the Education Authority, and may also report misconduct of a teacher to the Education Authority;
- 12.2.6 If the misconduct is of a serious nature, the allegation must be reported to the School Committee or Board for preliminary investigation and the report of the preliminary investigation be submitted to the EA for further investigation. The teacher concerned must be suspended from duties with immediate effect on half pay by the Education Authority pending further investigations and consideration on the allegations. An investigation on such cases must be carried out within thirty (30) days of receipt of report by the Education Authority. The Education Authority shall within the 30 days period submit its report to TSO which shall then put the case to the TSC for its deliberation and decision;
- 12.2.7 In the event that a teacher is found innocent from the alleged misconduct, he/she shall resume duties immediately with his/her salary re-instated in full and arrears of half pay be repaid for the whole period of suspension;
- 12.2.8 A teacher who is under suspension by one authority shall in no circumstances be employed by another authority or offered any scholarship during the period of suspension;



- 12.2.9 A teacher, who is under suspension, shall not have their contract renewed until all charges of misconduct are cleared;
- 12.2.10 The TSC and the MEHRD reserve the right to initiate an independent investigation against any teacher where it believes that the investigation report made by an Education Authority/Principals/Head teacher is biased in nature;
- 12.2.11 A Supervisor/Head Teacher/Principal who fails to comply with 12.1.5 above and in breach of the Policy Statement and Guidelines for grants to schools in Solomon Islands, 2008 clauses 7.4.13 and 7.4.14 will be liable for demotion and if serious cases of misuse of funds should be reported to the Police.

### **12.3 Dismissal**

- 12.3.1. In the event that a teacher is found guilty of serious misconduct, he/she shall be terminated by his/her Education Authority and be de-registered;
- 12.3.2. Any teacher who is convicted of a criminal offence and is sentenced to imprisonment by a court of law he/she shall be terminated by his/her Education Authority and de-registered.;
- 12.3.3. A teacher who is fined for a minor offence not connected with his/her employment by a court of law shall be suspended on half pay until a report on the case has been considered as a matter of urgency by the Education Authority which shall determine the penalty to be imposed. The report and the authority's decision shall be sent to the TSC;
- 12.3.4 An Education Authority will inform the TSC through TSO of all cases of discipline taken against a teacher and the penalties applied. The TSC reserves the right to accept or direct any action it sees fit in response to the discipline cases report to it;
- 12.3.5. A teacher may appeal a disciplinary decision by their Education Authority to the TSC as set out in section 12.5.3.

### **12.4 Absence from duty**

- 12.4.1. The Principal/Head teacher of each school shall maintain a daily register of teachers present and absent at the school. Principal/Head Teacher shall submit monthly teacher attendance reports to their respective Education Authority. Both the register and the monthly reports shall be used by TSO to inform fortnightly payroll. (See Appendix P for full details);
- 12.4.2. Where a teacher is absent from duty without authorisation in a fortnight period, his/her Principal/ Head Teacher or in the case of a Principal/Head teacher, the Chairperson of the School Committee/Board shall report the absence to the Education Authority on an Absence Report Form, which shall include the teachers' own explanation for the absence. (See Appendix D to this Hand Book) Where the teacher is unable to fill the Absence Report Form, he/she should explain in own writing the reason(s) for the absence;
- 12.4.3. The Authority will act on the Absence Report, including withholding salary for the days absent, and forward their decision to the TSO which shall implement the decision of the Education Authority or if it thinks fit it, may refer the decision to the TSC;
- 12.4.4. A teacher who is absent from duty without notice or authorization for a period in excess of 15 consecutive working days shall be liable for dismissal with effect from the first day of absence;

12.4.5. A teacher who is absent continuously from his/her duty without authorisation for a cumulative period of 15 working days shall be liable for dismissal with effect from the date of the last absence report.

## **12.5 Teacher complaints**

### **12.5.1. Procedure**

Any teacher may lodge a written complaint with their Education Authority about the terms, conditions and other matters relating to his/her employment if he/she has reason to believe that he/she has been unfairly treated;

12.5.2. The Education Authority shall consider the complaint and give the complainant an opportunity to present his/her case before the Authority. The Authority shall consider the complaint and make a decision on the case within thirty (30) days of receipt of the complaint;

### **12.5.3. Appeal to Teaching Service Commission**

A teacher who is aggrieved by a decision of the Education Authority made under 12.5.2 above may, within thirty (30) days of receipt of the decision appeal to the TSC. The TSC shall within thirty (30) days of receipt of the appeal deliberate on the appeal;

### **12.5.4. Involvement by Solomon Islands National Teachers Association (SINTA) or the Office of the Ombudsman**

A teacher may seek the assistance of SINTA or a legal representative of his/her choice to represent him/her at the TSC hearing. Involvement by SINTA shall be requested by teachers or the TSO after procedures specified in 12.5.2 have been fully complied with.

## **CHAPTER 13. Salaries**

### **13.1 General**

Salaries for teachers within the approved teacher establishment shall be paid in accordance with the Scheme of Service (See Appendix C) and the Unified Salary Structure approved by the Government from time to time.

### **13.2 Payment of salary**

13.2.1 Salaries are paid centrally by the Government Treasury on behalf of Education Authorities. This function may be devolved to Education Authorities or other Agencies.

13.2.2 An Education Authority which employs teachers in excess of its entitlement as laid down in the teacher establishment by the Ministry of Education shall be responsible for the payment of their salaries.

13.2.3 Salary payments will be subject to teacher attendance reports by the Education Authority. EAs need to inform TSO monthly. TSO needs to immediately inform the payroll section implications for salaries of specific teachers according to the procedures explained in 12.4.2-12.4.5.

### **13.3 Payment of salary on first appointment**

13.3.1 On first appointment, or re-appointment after a break in service, a teacher's salary payment shall date from the day of confirmation of appointment by the TSO or date of appointment by the Education Authority, whichever is the latter.

13.3.2 Payment on first appointment of overseas staff is as mentioned in Appendix E. Salaries and allowances are payable in Solomon Islands currency.

### **13.4 Incremental credit on appointment**

A teachers' point of entry into an incremental level shall be determined by the Education Authority in consultation with the TSO taking into account the teacher's education background, professional training, previous experience in teaching or other educational activities and performance. Previous experience in other occupations may also be taken into account. The general principle is that increments shall be awarded in relation to performance (see 8.3.2 and 9.1.2).

### **13.5. Annual increments**

The intention of an increment is to reward a teacher for a year of satisfactory work performance. The annual award of an increment is not automatic. It shall be based on performance reported after External Appraisal carried out by a Principal/Head Teacher or a School Inspector and following recommendations by an EA to the TSO

### **13.6 Accelerated increment**

An accelerated increment may be recommended by the Education Authority after External Appraisal reports from the Principal/Head Teacher or from a School Inspector show outstanding performance and conduct or attainment of an additional professional training qualification. The award given may be up to a maximum of 5 incremental points

### **13.7 National provident fund**

Under the provisions of the National Provident Fund Act, all registered teachers are contributors to the fund. For administrative convenience, the TSO, and the Government Treasury undertake the functions of the employer (EA) laid down in the National Provident Fund Act for teachers.

### **13.8 Workman's compensation**

The provisions of the Workman's Compensation Act (cap 77) which applies in relation to physical injuries sustained by teachers during the course of their official duties, shall apply to teachers and costs incurred shall be the responsibility of the employing EAs. The injuries sustained must be confirmed by a certified medical practitioner.

### **13.9 Salary advance**

A teacher may request an advance of up to the equivalent of 4 weeks' salary. The rate of recovery shall be determined by mutual agreement between the Teaching Service Office and the teacher concerned. In general, the recovery would be expected to occur within 12 months, and the fortnightly deduction should not exceed one third of a teacher's basic salary. Eligible circumstances for requesting salary advance are:

- 13.9.1 In cases of serious illness, death, unexpected domestic calamity or other circumstance the teacher could not have foreseen for which he could not have made prior provision.
- 13.9.2. When leaving or proceeding on annual leave at the end of the year as described in section 15.2.
- 13.9.3 Being in an approved in-service training abroad to assist in the payment of return airfares where a teacher's scholarship award does not cater for spouse and children.
- 13.9.4. Request for salary advance must be accompanied with authentic documents providing evidence to support the request.
- 13.9.5 No further advance shall be considered unless current advance has been fully recovered.

### **13.10 Payment to a bank account**

It is government payroll regulation that all officers paid by government must have their salary paid into a personal Bank Account. Failing this, salary payment will not be processed by payroll at the second pay period after the initial pay. A teacher must therefore, ensure that he/she has a Bank Account at a commercial bank of his/her choice prior to being appointed or when being paid on appointment.

### **13.11 Refund of over payments**

In the event that a teacher is overpaid, such over payment shall be recouped by the Government by deductions from the officer's salary over a specified period of time, usually, one year at most.

### **13.12 Salary on promotion**

- 13.12.1 When a teacher is promoted, his/her salary shall be paid on the entry point of the new level.
- 13.12.2 No teacher who is promoted to a responsible post and drawing a salary attached to it should be posted by an Education Authority to a non responsible or a lower level post unless he/she resigns from his/her current post.

## CHAPTER 14. Allowances

The rate for allowances paid by the Ministry is set out in Appendix G.

### 14.1 Travel allowances

- 14.1.1 When a Teacher travels within the country from his/her home or school to a school on first appointment or transfer, the receiving Education Authority shall pay for his/her travel expenses and those of the spouse and dependent children who are under the age 18 years. The cost of freight for personal effects shall also be met by the Education Authority.
- 14.1.2. Annual Leave travel expenses to cover the cost of fares by boat or road or equivalent shall be paid by the Education Authority for the teacher, spouse and dependants under the age of 18 years, including legally adopted children, to travel to the teachers' home in Solomon Islands for annual leave.
- 14.1.3 Education Authorities which employ expatriate teachers shall be responsible for these teachers' travel on first appointment and subsequent earned leave. (See Appendix E) .
- 14.1.4 Where a teacher dies while in active service of an Education Authority, all travel expenses or the cost of repatriation of the spouse and all the children and where possible the body of the deceased to his/her home shall be paid to the spouse by the Education Authority.
- 14.1.5 Where the service of a teacher is terminated as provided for in Chapter 4 of this Hand book, or where a teacher resigns with due notice, his/her employing Education Authority shall be responsible for the costs of fares and freight by boat or road for the teacher and family including any legally adopted children under the age of eighteen, to the teacher's home.

### 14.2 Housing allowance

- 14.2.1 A teacher, who is posted to a school where no accommodation is provided, is eligible for a housing allowance until such time a house is built or rented for the officer. This is the responsibility of the employing Education Authority. The level of the allowance shall be equivalent to that of the Public Service and is as follows:-
- |           |                     |   |                              |
|-----------|---------------------|---|------------------------------|
| 14.2.1.1. | Level 1 to Level 4  | - | 20% Basic salary a fortnight |
| 14.2.1.2. | Level 5 to Level 7  | - | 15% Basic Salary a fortnight |
| 14.2.1.3. | Level 8 to Level 12 | - | 10% Basic Salary a fortnight |
- 14.2.2 A teacher who wilfully refuses to occupy a house purposely built for the officer but occupies a private quarter through his/her own arrangement is not eligible for any housing allowance.
- 14.2.3 In the circumstances where both the husband and the wife are employed by an Education Authority and are within the category as in 14.2.1 above, only one is eligible.
- 14.2.4 All housing (including rentals) and Housing Allowances shall be the responsibility of the Education Authority.

### 14.3 Charge allowance

- 14.3.1 A teacher, with the approval of his/her Education Authority, shall be paid a charge allowance where they are required to fulfil the duties of a responsibility post over and above their own duties when the substantive holder of the responsibility post is absent on an approved leave. The rate of the allowance shall be advised from time to time by the Permanent Secretary.

#### **14.3.2 Relief allowance**

A Principal/Head Teacher shall identify a relief teacher from within the current school staffing, to temporarily replace a teacher who goes on maternity or other approved leave. He/she shall be entitled for a charge allowance. (see Appendix F).

#### **14.4 Boarding duty allowance**

Teachers who teach at a Boarding school shall [may] be eligible for a Boarding Duty Allowance. The rate shall be advised from time to time by the Permanent Secretary.

#### **14.5 Remote area allowance**

A teacher who has to serve under difficult and remote conditions, either by virtue of the remoteness of the school or as result of additional professional responsibilities or commitments unique to the local situation shall be eligible for a Remote area allowance. The request for this allowance for a particular teacher is submitted by the Education Authority to the TSO which will then endorse or decline the request according to the central list of school locations in different zones. The rate and eligibility is stipulated in Appendix F.4. Any changes in eligibility rates shall be advised from time to time by the Permanent Secretary.

#### **14.6 Long and dedicated service benefit**

14.6.1 The Teacher Service Long and Dedicated Service Benefits will be in accordance with the Public Service format and refers to section 18 (2) a-j) of the Employment Act (Cap 72);

14.6.2. The decision that a teacher is entitled for Long and Dedicated Service Benefit shall be the responsibility of his/her former and current Education Authority and together with the Teaching Service Division of the Ministry of Education and Human Resources Development. The EA needs to submit a recent Inspectorate report (not older than 2 years) that reflects the performance of the teacher.

14.6.3 Give time period if teacher wish to rejoin the teaching service after his LSB, shall be placed on fixed term appointment, but then no longer be entitled to have an long and dedicated service benefit.

14.6.4 Any teacher who has been transferred from Teaching Service to Public Service or vice versa is eligible for only one LDSB. In the event of retirement or resignation or death and when the minimum period of ten years is not reached in the final sector, the number of years in service in both sectors shall be added together. There must be no break of service in between. Same rules apply as stated in 14.6.2.

#### **14.7 Extra curricula allowance**

Where a teacher is performing approved duties over and above the normal duties and teaching load according to his/her job description, the teacher may be paid an extra curricula allowance. (See Appendix F).

## **CHAPTER 15. Leave**

### **15.1 Annual leave**

15.1.1 A Teacher is entitled to 5 weeks annual leave per year.

15.1.2 Teachers shall take their annual leave during the period between the end of one school year and the beginning of another school year. School term holidays during the school year shall not be holiday periods for teachers as they are expected to attend in-service training, conferences, develop teaching and learning resources and student assessment activities or other professional and administration activities that may be arranged by the Education Authority or the school administration.

15.1.3 A teacher who is on approved study leave as described in 15.8.1 shall not accumulate annual leave.

### **15.2 Annual leave pay**

Teachers wishing to advance their salary during the leave period may, on request, be paid their salary into their bank account before they proceed for annual leave at the end of the school year.

Requests for advance annual leave pay shall be made in own handwriting to the TSO prior to the beginning of the leave period.

### **15.3 Resumption of duty after leave**

Teachers shall be at their posts one (1) week before the beginning of the school year. Late arrival shall be treated as absence from duty.

### **15.4 Sick leave**

15.4.1 Sick leave on full pay shall be allowed for a period of up to 4 weeks in a school year. There after, up to a further 4 weeks shall be allowed as sick leave on half pay and thereafter the teacher shall go on sick leave without pay.

15.4.2 In all cases of absence through illness a certificate duly signed by a recognised medical practitioner must be produced by the teacher to his/her Principal/Head Teacher or in the case of Principals/Head Teachers, to the School Board/Committee Chairperson, as evidence of the illness within 1 week of resumption of duty.

15.4.3 Provisions in 15.4.1 and 15.4.2 also apply to a teacher who opts to get medical treatment from a traditional (kastom) practitioner rather than a medical practitioner.

15.4.4 A teacher wishing to accompany a seriously sick member of his/her immediate family for treatment must seek prior permission from his/her Principal/Head Teacher or in the case of Principals and Head Teachers, Chairpersons of School Boards/Committees. His/her absence shall be treated as sick leave on full pay for a period of 10 days. If within the 10 days period the teacher in his/her own judgement thinks that he/she needs more time to spend with his/her sick family member, he/she must communicate his/her decision to the Education Authority. The Education Authority shall then decide on whether to grant the teacher leave on half pay or leave without pay.

15.4.5 Principals/Head Teachers shall maintain records of sick leave in the daily staff attendance register kept in the school in which all staff absences due to sickness shall be recorded. In the event that Principals/Head Teachers or School Board/Committee Chairpersons see fit that disciplinary action must be taken against a teacher for breaching provisions in 15.4.1, 15.4.2 and 15.4.4 above, he/she shall inform the Education Authority which shall then make recommendations for appropriate disciplinary action to the TSO.

## **15.5 Maternity leave**

15.5.1 Maternity leave on full pay shall be granted to a pregnant teacher by an Education Authority for a period of 12 weeks. Depending on the physical condition, maternity leave can be taken from the 30<sup>th</sup> week up to 36<sup>th</sup> week of pregnancy. This shall allow for the 12 weeks leave to be taken in the manner thus: 6 weeks before delivery, and 6 weeks after delivery. The teacher concerned shall inform the Principal/Head Teacher or in the case of a Principal/Head Teacher, the School Board/Committee Chairperson by way of a medical report, at least 4 weeks before the 30<sup>th</sup> week of pregnancy, stating the expected date of delivery. In no circumstance shall a female teacher be allowed to take the first 6 weeks before delivery after giving birth to her child.

15.5.2 Failure to provide timely notification of the impending maternity leave to the Principal/Head Teacher or the School Board/Committee Chairperson shall be regarded as unauthorised absenteeism.

15.5.3 Request for extension of maternity leave beyond the 12 week period shall be granted to a teacher by an Education Authority upon production of a medical report detailing the need for the extension. Failure to return to duty after the 12 weeks maternity leave period shall be regarded as absent from duty which may result in an Education Authority taking disciplinary action against a teacher as provided in 15.4.4

15.5.4 A husband who wishes to accompany his wife at the time of her delivery shall seek prior permission from his/her Principal/ Head Teacher or the School Board/Committee Chairperson in the case of a Principal/Head Teacher. His absence shall be treated as leave on full pay for a period of 10 days. Any leave after the 10 days period shall be treated as leave without pay.

15.5.5 The Head Teacher/Principal or the School Board/Committee Chairperson shall inform the Education Authority all matters of maternity leave.

15.5.6 In the event that provisions in 15.5.2, 15.5.3 and 15.5.4 above have been breached by a teacher, the employing Education Authority shall advise the TSO on the appropriate disciplinary action to be taken against the teacher.

## **15.6 Leave on resignation**

15.6.1 A teacher who resigns with due notice at the end of a term, other than the final term of the year, shall be eligible for fourteen days paid leave following the last day of the term.

15.6.2 A teacher, who resigns, effective at the end of the final term of the year, shall be eligible for full salary up to, and including, the last day of that year and in addition, shall be eligible for 14 days paid leave.

## **15.7 Compassionate leave**

15.7.1 Compassionate leave on full salary for a period not exceeding 10 days shall be granted by an Education Authority to a teacher in the event that a member of his/her immediate family dies.



Immediate family members include spouse, children (including legally adopted children), father, mother, brother, sister, uncle, niece, grandfather and grandmother.

15.7.2 Any compassionate leave taken in excess of 10 days shall be considered as leave without pay, which must be reported by the employing Education Authority to the TSO for the appropriate disciplinary action to be taken.

### **15.8 Study leave**

15.8.1 A teacher who is officially endorsed by his/her Education Authority and approved by the NTC on the advise of the NTEDC for further short or long term professional training, either locally or overseas, shall remain on full salary for a period of up to 3 years, subject to the availability of supernumerary positions in the employing Education Authority's teacher establishment.

### **15.9 Leave entitlement on death**

In the event of death while in Service, the TSO may authorise encashment of leave entitlement including salary due to the deceased which shall be payable to his/her dependants or nominees.

### **15.10 Unpaid leave**

15.10.1 A trained teacher may be granted unpaid leave for a maximum of 2 years on the approval of his/her Education Authority and confirmed by the TSC.

15.10.2. The teacher shall give one school term's notice in writing to his/her Education Authority making his leave effective at the end of the term.

15.10.3. The Education Authority and the teacher may mutually agree that, subject to vacant positions in the approved teacher establishment, the teacher shall be employed by the same Education Authority on his/her resumption of duty after the unpaid leave period.

15.10.4. A teacher who is on unpaid leave for more than 2 years is deemed to have voluntarily resigned.

### **15.11 Leave to attend special events**

15.11.1. Where a teacher wishes to accept an invitation to attend a social or religious, workshop, conference event locally or overseas, he/she shall apply for leave to his/her Education Authority one month before the event occurs.

15.11.2 Such application shall be considered by the Education Authority which may reject or approve as leave with or without pay. The Education Authority shall advise the TSD of its decision. The TSD may refer the decision to the TSC if it objects to the decision of the Education Authority.

## **CHAPTER 16. Teachers' Associations**

### **16.1 Representation**

The Ministry of Education and Human Resource Development, Education Authorities and the TSC will only deal and consult with recognized Teachers Associations/Unions registered under the Trade Union Act Cap 76 and their officers who are democratically elected according to the union's constitution to represent its members.

### **16.2 Association /Union membership**

All teachers are free to be members of a Teachers' Association catering exclusively for teachers and or any particular section or class of teachers.

### **16.3 Holding of office**

Teachers may hold office in a recognised Association/Union and do their work out of working hours. If holding such offices give rise to conflict with a teacher's official duties or compromises his/her official duty as a teacher, then he/she will be asked to resign such office by the Education Authority.

### **16.4 Activities**

Save, exceptionally for negotiations between the Ministry of Education and Human Resources Development, Education Authorities and Associations, Association activities are not to be carried out during normal or teaching hours. With the specific permission in writing from the respective Education Secretaries, official meetings may be held during working hours.

### **16.5 Application of negotiated salary and incentives**

16.5.1 Without prejudice to 16.1, financial membership of any registered Associations/Unions shall be compulsory. Wage, salary, allowances and Incentives negotiated by the Association/Union with Solomon Islands Government (SIG) through the Ministry of Public Service, the Ministry of Education and Human Resources Development, other Government Ministries, Education Authorities or any other non Governmental organization operating within or outside Solomon Islands, shall be applied to the Association/Union contributing members only.

### **16.6 Association/union membership**

A Teacher whose salary is paid by Solomon Islands Government can become a financial member of the Solomon Islands National Teachers Association by application. The Financial membership shall be centrally deducted on first appointment by the Teaching Service Division to the Ministry of Finance and Treasury and funds transferred to the Solomon Islands National Teachers Association nominated Bank Account in any of the Banks within Solomon Islands.

### **16.7 Association/fee deduction**

Where a teacher requests that the deduction of his/her membership fees be terminated, the Director/Teaching Service Division, Ministry of Education and Human Resources Development, shall consult the Solomon Islands National Teachers Association before such action/request is taken.

## **CHAPTER 17. Political Activities**

### **17.1 Participation in political activities**

- 17.1.1 Teachers who are citizens of Solomon Islands are entitled to vote at elections, hold public office, political or Trade union office, in exercise of their rights.
- 17.1.2 Teachers, as public officers, are prohibited from actively participating in politics to the extent that they neglect their official duties. This includes campaigning in any public way for a political candidate or for him or herself or taking part in the management of any political organisation.

### **17.2 Political elections**

- 17.2.1 A teacher intending to become a candidate for an election either to the Provincial Assembly or National Parliament shall take unpaid leave for the election period including one month after the election period. At any election, the election period officially begins when nominations for candidature is open and officially ends at the day of voting.
- 17.2.2 If the teacher wins the election, shall resign from the Teaching Service. He/she shall submit his/her resignation letter to the Teaching Service Commission copy to his/her respective education authority and the Teaching Service Office.
- 17.2.3 If the teacher loses the election and upon expiry of the one month period after election, the teacher shall re-apply to the EA to resume his/her duties and his/her salary be reinstated provided that the post that he/she left vacant is still available.
- 17.2.4 Education Authorities must monitor active participation of teachers in political activities during election period to ensure that this does not interfere with their official duties and should inform TSO the names of these teachers who should be on unpaid leave.
- 17.2.5 Teachers who are appointed to work as election officials as Returning Officers and Assistant Returning officers during the election period must apply for unpaid leave.
- 17.2.6 Failure to comply with these provisions is misconduct in terms of chapter 12.1.10 and will be disciplined under provision for absence from duties in section 12.4 and these teachers could appeal under section 12.5.
- 17.2.7 A teacher who actively participates in any political activity as campaign manager/agent to the extent that he/she neglects his/her official duties is deemed to have breached Section 12.1.1.

# APPENDICES

## A. Teaching Service Delegation Resolution

### A.1 SOLOMON ISLANDS INDEPENDENCE ORDER

**DELEGATION OF POWERS IN THE EXERCISE** of the powers conferred under section 116B (2) of the Constitution, the Teaching Service Commission hereby delegates the power to confirm teacher appointments to:-

The Permanent Secretary, the Undersecretary (Administration) and the Director of the Teaching Service Division of the Ministry of Education and Human Resources Development Made at Honiara this day of .....

.....  
Chairman  
Teaching Service Commission

## B. School Teacher Establishment

### B.1 STUDENT NUMBERS AND SUBJECT LOADS, THE BASIS FOR ESTABLISHMENTS

- B.1.1 The teacher entitlement for ECE and Primary sub sectors will be subject to student numbers and subject to teaching load for the Secondary and TVET sub sectors as described herein, unless special dispensation to vary the entitlement is granted by the Permanent Secretary.
- B.1.2 Student numbers derived from the SIEMIS-database of the previous year will be the basis for the teacher establishment of a school for the following year. If a returned SIEMIS-form indicates that a school is overstaffed, the TSO will advise the EA to reduce staffing for that school to the appropriate number by the following term.
- B.1.3 It is a criminal offence under the Education Act, section 44 to falsely report student numbers.

### B.2 SUPERNUMARARY ESTABLISHMENT

An Education Authority is entitled to two percent (2%) of its total establishment in supernumerary posts for teachers pursuing further training either locally or overseas. An Education Authority must note that supernumerary posts in any given year, must also include teachers who have been previously placed under a supernumerary post and are yet to complete their studies.

### B.3 EARLY CHILDHOOD EDUCATION CENTRES (KINDERGARTENS)

Student numbers		Structure of Teachers Salary					
Minimum	Maximum	Total	L3/4	L4/5	L5/6	L7/8	L8/9
15	25	1			1		
26	50	2	1		1		
51	75	3	1	1	1		
76	100	4	1	1	1	1	
101	120	5	1	1	1	1	1

#### Remarks:

- The minimum number of children to start a first class of ECE is 15.
- The standard for children/teacher ratio is 1/25; a maximum of 25 children per teacher is allowed. If the children/teacher ratio exceeds this maximum, a new ECE class can be opened and a teacher recruited according to the teacher's salary schedule.

#### B.4 PRIMARY SCHOOL (Adjust schedule and adapt Ratio of 1:35)

Student Numbers									
Minimum	Maximum	Total	L4/5	L5/6	L7/8	L8/9	L9/10	L10/11	L11/12
20	35	1		1					
36	71	2	1	1					
72	107	3	2	1					
108	143	4	3	1					
144	179	5	4	1					
180	215	6	4	1	1				
216	251	7	5	1	1				
252	287	8	6	1	1				
288	323	9	7	1	1				
324	359	10	8	1	1				
360	395	11	8	1	1	1			
396	431	12	9	1	1	1			
432	467	13	10	1	1	1			
468	503	14	11	1	1	1			
504	539	15	12	1	1	1			
540	575	16	13	1	1	1			
576	611	17	14	1	1	1			
612	647	18	15	1	1	1			
648	683	19	16	1	1	1			
684	719	20	16	1	1	1	1		
720	755	21	17	1	1	1	1		
756	791	22	18	1	1	1	1		
792	827	23	18	1	1	1	1	1	
828	863	24	19	1	1	1	1	1	
864	899	25	20	1	1	1	1	1	
900	935	26	20	1	1	1	1	1	1
936	971	27	21	1	1	1	1	1	1
972	1007	28	22	1	1	1	1	1	1

**Remark:**

- Primary schools need to have a minimum of 20 students to start. In principle, three (3) teachers can teach all primary education levels when a school has at least 60 students (from all age groups from year 1 to 6) by dividing the work and teach through a multi-grade approach (2 levels taught by each teacher).

## B.5 SECONDARY SCHOOL YEAR SEVEN (7) TO YEAR NINE (9) SINGLE STREAM

SUBJECT	PERIOD	CLASSES					
		Year 7	Year 8	Year 9	Total Periods	Divided by 30 Periods	Number of Teachers
English	5	5	5	5	15	15/30	0.5
Mathematics	5	5	5	5	15	15/30	0.5
Science	4	4	4	4	12	12/30	0.4
S/Science	4	4	4	4	12	12/30	0.4
Business	4	4	4	4	12	12/30	0.4
Agriculture	4	4	4	4	12	12/30	0.4
Home Economics/Technology <sup>2</sup>	6	6	6	6	12	18/30	0.6
Christian Education <sup>3</sup>	2	2	2	2	6	6/30	0.2
Physical Education	2	2	2	2	6	6/30	0.2
Arts and Culture	2	2	2	2	6	6/30	0.2
Health	2	2	2	2	6	6/30	0.2
	40	40	40	40	120	4	4
Total entitlement for school per year					3 x 40 = 120	120/30 = 4	4 + 1 = 5

### Remarks:

- 1 Single Stream Junior Secondary school is entitled to 5 teachers (including a principal and deputy principal).
- All subjects should be taught by utilising the best combination of trained teachers in 2 major subjects and 1 minor subject.
- The principal and deputy principal should spend 50% and 75% respectively of their time on teaching and the other part (50% and 25%) on management and administration tasks.
- Total work load for all teachers is 40 hours per week, which includes 30 teaching periods of 40 minutes. All teachers are expected therefore to spend 2 hour per day on other duties or activities.
- Only 40 hours per week work load will allow MOFT and TSO to facilitate a full time salary.
- Teachers in densely populated areas will be encouraged to teach their specialised subject(s) at different schools, when they do not meet the full teaching and work load.

<sup>2</sup> Home Economics and Technology according to National Curriculum Statement (2010) will be both for 2 periods per week and children have an additional 2 hours for their preferred subjects (either H.E. or Technology).

<sup>3</sup> Personal subjects as Christian and Physical education, Arts and Culture will cover 8 periods in total but in principal students can make their own choices between these subjects and even add ICT to it, if equipment and teachers are available.

### B.6 YEAR SEVEN (7) TO YEAR TEN (10) SINGLE STREAM

SUBJECT	PERIOD	CLASSES				Total Periods	Divided by 30 Periods	Number of Teachers
		Year 7	Year 8	Year 9	Year 10			
English	5	5	5	5	5	20	20/30	0.7
Mathematics	5	5	5	5	5	20	20/30	0.7
Science	4	4	4	4	4	16	16/30	0.5
S/Science	4	4	4	4	4	16	16/30	0.5
Business	4	4	4	4	4	16	16/30	0.5
Agriculture	4	4	4	4	4	16	16/30	0.5
Home Economics/Technology <sup>4</sup>	6	6	6	6	6	16	24/30	0.8
Christian Education <sup>5</sup>	2	2	2	2	2	8	8/30	0.3
Physical Education	2	2	2	2	2	8	8/30	0.3
Arts and Culture	2	2	2	2	2	8	8/30	0.3
Health	2	2	2	2	2	8	8/30	0.3
	40	40	40	40	40	160	4	5.4
Total entitlement for school per year						4 x 40 = 160	160/30 = 5.3	5 + 1 = 6

#### Remarks:

- 1 Single Stream Junior Secondary school and one year of Senior Secondary Education (year 10) is entitled to 6 teachers (including a principal and deputy principal).
- All subjects can be taught by utilising the best combination of trained teachers in 2 major subjects and 1 minor subject.
- The principal and deputy principal should spend 50% and 75% respectively of their time on teaching and the other part (50% and 25%) on management and administration tasks.
- Total work load for all teachers is 40 hours per week, which includes 30 teaching periods of 40 minutes. All teachers are expected therefore to spend 2 hour per day on other duties or activities.
- Only 40 hours per week work load will allow MOFT and TSO to facilitate a full time salary.
- Teachers in densely populated areas will be encouraged to teach at different schools, when they do not meet the full teaching and work load.
- In principle because teaching loads for the different subjects and the curriculum for the selected subjects in senior secondary education still have to be decided upon, the teachers' establishment for schools that include year 10 shall be determined through dialogue and consultation between the EA and the Teaching Service Office.

<sup>4</sup> Home Economics and Technology according to National Curriculum Statement (2010) will be both for 2 periods per week and children have an additional 2 hours for their preferred subjects (either H.E. or Technology).

<sup>5</sup> Personal subjects as Christian and Physical education, Arts and Culture will cover 8 periods in total but in principal students can make their own choices between these subjects and even add ICT to it, if equipment and teachers are available.



## B.6 YEAR SEVEN (7) TO YEAR ELEVEN (11) SINGLE STREAM

SUBJECT	PERIOD	CLASSES							
		Year 7	Year 8	Year 9	Year 10	Year 11	Total Periods	Divided by 30 Periods	Number of Teachers
English	5	5	5	5	5	5	25	25/30	1
Mathematics	5	5	5	5	5	5	25	25/30	1
Science	4	4	4	4	4	4	20	20/30	1
S/Science	4	4	4	4	4	4	20	20/30	0.7
Business	4	4	4	4	4	4	20	20/30	0.7
Agriculture	4	4	4	4	4	4	20	20/30	0.7
Home Economics /Technology	6	6	6	6	6	6	30	30/30	1
(Industrial) Arts and Culture	2	2	2	2	2	2	10	10/30	0.3
Christian Education	2	2	2	2	2	2	10	10/30	0.3
Physical Education	2	2	2	2	2	2	10	10/30	0.3
Health	2	2	2	2	2	2	10	10/30	0.3
	40	40	40	40	40	40	200		7.3
							5 x 40 = 200	200/30 = 67	7 + 1 = 8

### Remarks:

- 1 Single Stream School that provides education from Year 1 up to Year 11 (Junior and Senior secondary school) is entitled to 8 teachers (including a principal and deputy principal).
- All subjects can be taught by utilising the best combination of trained teachers in 2 major subjects and 1 minor subject.
- The principal and deputy principal should spend 50% and 75% respectively of their time on teaching and the other part (50% and 25%) on management and administration tasks.
- Total work load for all teachers is 40 hours per week, which includes 30 teaching periods of 40 minutes. All teachers are expected therefore to spend 2 hour per day on other duties or activities.
- Only 40 hours per week work load will allow MOFT and TSO to facilitate a full time salary.
- Teachers in densely population areas will be encouraged to teach at different schools, when they do not meet the full teaching and work load.

**B.8.1** In principle because teaching loads for the different subjects and the curriculum for the selected subjects in senior secondary education still have to be decided upon, the teachers' establishment for schools that include year 10, 11 and 12 shall be determined through dialogue and consultation between the EA and the Teaching Service Office.

## **C. Teaching Service Scheme**

**Promotion to the next level is based on experience and performance. See 8.5.2 and 9.1.2.**

### **C.1 EARLY CHILDHOOD EDUCATION**

#### **C.1.1 ECE Teacher in Training with FBT, Level 4**

- |                                    |           |
|------------------------------------|-----------|
| 1. Form five certificates with FBT | Level 4.1 |
| 2. Forms six certificate with FBT  | Level 4.2 |
| 3. Form seven certificate with FBT | Level 4.3 |

#### **C.1.2 ECE Class Teacher, Level 4/5 – 8**

- |                                       |            |
|---------------------------------------|------------|
| 1. Certificate in Teaching-ECE        | Level 5.5  |
| 2. Diploma in Teaching-ECE/Education  | Level 6.5  |
| 3. Bachelor in Teaching-ECE/Education | Level 6.8  |
| 4. Masters in Education-ECE           | Level 7.10 |
| 5. Doctorate in Education-ECE         | Level 8.12 |

**C.1.3** It is preferable that a person appointed to a position of Supervisor, Assistance Supervisors and ECE Senior Teachers positions should have in-service training in school leadership and/or administration.

#### **C.1.4 Senior ECE teacher/Assistant Supervisor/Supervisor, Level 5/6 – 8**

- |                                                               |            |
|---------------------------------------------------------------|------------|
| 1. Certificate in Teaching-ECE and minimum 3 years experience | Level 6.1  |
| 2. Diploma in Teaching-ECE and minimum 2 years experience     | Level 6.10 |
| 3. Bachelor in Teaching-ECE and minimum 1 year experience     | Level 7.1  |
| 4. Masters in Education - ECE                                 | Level 8.12 |
| 5. Doctorate in Education-ECE                                 | Level 9.14 |

#### **C.1.5 Senior ECE Teacher/ Assistant Supervisor/ Supervisor, Level 7/8-9**

- |                                                                              |           |
|------------------------------------------------------------------------------|-----------|
| 1. Certificate in Teaching-ECE/Education and minimum 5 years L5/6 experience | Level 7.1 |
| 2. Diploma in Teaching-ECE/Education and minimum 4 years L5/6 experience     | Level 7.1 |
| 3. Bachelor in Teaching-ECE/Education and minimum 2 years L5/6 experience    | Level 7.1 |
| 4. Masters in Education - ECE                                                | Level 8.1 |
| 5. Doctorate in Education - ECE                                              | Level 9.5 |

#### **C.1.6 Assistant Supervisor/Supervisor, Level 8/9**

- |                                                                            |            |
|----------------------------------------------------------------------------|------------|
| 1. Certificate in Teaching-ECE/Education and minimum 6 years L7 experience | Level 8.1  |
| 2. Diploma in Teaching-ECE/Education and minimum 5 years L7 experience     | Level 8.1  |
| 3. Bachelor in Teaching-ECE/Education and minimum 3 years L7 experience    | Level 8.1  |
| 4. Masters in Education ECE and a minimum of 1 year L7 experience.         | Level 8.5  |
| 5. Doctorate in Education ECE                                              | Level 9.10 |

## **C.2 PRIMARY SCHOOLS**

### **C.2.1 Teacher in Training, Level 2/3. This will be phased out<sup>6</sup>.**

- |                           |           |
|---------------------------|-----------|
| 1. Form five certificate  | Level 2.1 |
| 2. Forms six certificate  | Level 2.2 |
| 3. Form seven certificate | Level 2.3 |

### **C.2.2 Class Teacher, Level 4 – 9**

- |                                                       |            |
|-------------------------------------------------------|------------|
| 1. Part Trained Teaching Certificate (SITC Grade IVT) | Level 4.1  |
| 2. Certificate without Teaching/Education             | Level 4.5  |
| 3. Certificate in Teaching/Education <sup>7</sup>     | Level 5.5  |
| 4. Diploma without Education                          | Level 6.1  |
| 5. Diploma in Teaching/Education                      | Level 6.5  |
| 6. Degree without Education                           | Level 7.1  |
| 7. Bachelor in Teaching/Education                     | Level 7.8  |
| 8. Masters in Education                               | Level 8.10 |
| 9. Doctorate in Education                             | Level 9.12 |

C.2.3 It is preferable that a person appointed to a position of Deputy Head teacher and Head teacher should have in-service training in school leadership and/or administration.

### **C.2.4 Senior Teacher/ Deputy Head teacher/ Head teacher, Level 6/7 – 9**

- |                                                                     |            |
|---------------------------------------------------------------------|------------|
| 1. Certificate in Teaching/Education and minimum 3 years experience | Level 6.1  |
| 2. Diploma in Teaching/Education and minimum 2 years experience     | Level 6.10 |
| 3. Bachelor in Teaching/Education and minimum 1 year experience     | Level 7.1  |
| 4. Masters in Education                                             | Level 8.12 |
| 5. Doctorate in Education                                           | Level 9.14 |

### **C.2.5 Senior Teacher/ Deputy Head teacher/ Head teacher, Level 8/9 – 10**

- |                                                                          |            |
|--------------------------------------------------------------------------|------------|
| 1. Certificate in Teaching/Education and minimum 5 years L5/6 experience | Level 8.1  |
| 2. Diploma in Teaching/Education and minimum 4 years L5/6 experience     | Level 8.1  |
| 3. Bachelor in Teaching/Education and minimum 2 years L5/6 experience    | Level 8.1  |
| 4. Masters in Education                                                  | Level 9.1  |
| 5. Doctorate in Education                                                | Level 10.5 |

### **C.2.6 Deputy Head teacher/ Head teacher, Level 9/10**

- |                                                                        |             |
|------------------------------------------------------------------------|-------------|
| 1. Certificate in Teaching/Education and minimum 6 years L7 experience | Level 9.1   |
| 2. Diploma in Teaching/Education and minimum 5 years L7 experience     | Level 9.1   |
| 3. Bachelor in Teaching/Education and minimum 3 years L7 experience    | Level 9.1   |
| 4. Masters in Education and a minimum of 1 year L7 experience          | Level 10.1  |
| 5. Doctorate in Education                                              | Level 10.10 |

### **C.2.7 Head teacher, Level 10/11**

- |                                                                     |             |
|---------------------------------------------------------------------|-------------|
| 1. Diploma in Teaching/Education and minimum 6 years L8 experience  | Level 10.1  |
| 2. Bachelor in Teaching/Education and minimum 4 years L8 experience | Level 10.1  |
| 3. Masters and a minimum of 2 years L8 experience.                  | Level 10.5  |
| 4. Doctorate and a minimum 1 year L8 experience                     | Level 11.10 |

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<sup>6</sup> No recruitment of teacher in training will be allowed since August 2011. The TITs in the system will be trained for the Certificate for Teaching Primary and will be gradually promoted to level 5/5.

<sup>7</sup> This also includes the TITs that receive a certificate from the Certificate Training for Teaching Primary by distance (CTP)

### **C.3 COMMUNITY HIGH SCHOOLS (ECE, Primary and Secondary)**

The Principal's post of this type of school shall be advertised and the person appointed can be an ECE, Primary or Secondary trained teacher. The position has no links to the school enrolment of each sector.

#### **C.3.1 Teacher in Training, Level 2/3. This will be phased out<sup>8</sup>.**

- |                          |           |
|--------------------------|-----------|
| 1. Form five certificate | Level 2.1 |
| 2. Forms six             | Level 2.2 |
| 3. Form seven            | Level 2.3 |

#### **C.3.2 Class Teacher/Secondary Teacher, Level 3/5 – 9**

- |                                                   |            |
|---------------------------------------------------|------------|
| 1. Certificate without Education                  | Level 4.5  |
| 2. Certificate in Teaching/Education <sup>9</sup> | Level 5.5  |
| 3. Diploma without Education                      | Level 6.1  |
| 4. Diploma in Teaching/Education                  | Level 6.5  |
| 5. Degree without Education                       | Level 7.1  |
| 6. Bachelor in Teaching/Education                 | Level 7.8  |
| 7. Masters in Education                           | Level 8.10 |
| 8. Doctorate in Education                         | Level 9.12 |

#### **C.3.3 Senior Teacher/ Deputy Head teacher/ Head teacher, Level 5/6-8**

- |                                                                     |            |
|---------------------------------------------------------------------|------------|
| 1. Certificate in Teaching/Education and minimum 3 years experience | Level 6.1  |
| 2. Diploma in Teaching/Education and minimum 2 years experience     | Level 6.10 |
| 3. Bachelor in Teaching/Education and minimum 1 year experience     | Level 7.1  |
| 4. Masters in Education                                             | Level 8.12 |
| 5. Doctorate in Education                                           | Level 9.14 |

#### **C.3.4 Senior Teacher/ Deputy Head teacher/ Head teacher/Senior Secondary Teacher/ Principal, Level 7- 10**

- |                                                                          |            |
|--------------------------------------------------------------------------|------------|
| 1. Certificate in Teaching/Education and minimum 5 years L5/6 experience | Level 8.1  |
| 2. Diploma in Teaching/Education and minimum 4 years L5/6 experience     | Level 8.1  |
| 3. Bachelor in Teaching/Education and minimum 2 years L7/8 experience    | Level 8.1  |
| 4. Masters in Education                                                  | Level 9.1  |
| 5. Doctorate in Education                                                | Level 10.5 |

#### **C.3.5 Deputy Head teacher/ Head teacher/ Deputy Principal/Principal, Level 8- 11**

- |                                                                        |             |
|------------------------------------------------------------------------|-------------|
| 1. Certificate in Teaching/Education and minimum 6 years L7 experience | Level 7.1   |
| 2. Diploma in Teaching/Education and minimum 5 years L7 experience     | Level 8.1   |
| 3. Bachelor in Teaching/Education and minimum 3 years L7 experience    | Level 9.1   |
| 4. Masters in Education and a minimum of 1 year L8 experience          | Level 10.1  |
| 5. Doctorate in Education                                              | Level 11.10 |

#### **C.3.6 Head teacher/ Principal, Level 9 – 12**

- |                                                                        |             |
|------------------------------------------------------------------------|-------------|
| 1. Certificate in Teaching/Education and minimum 8 years L7 experience | Level 10.1  |
| 2. Diploma in Teaching/Education and minimum 6 years L8 experience     | Level 10.1  |
| 3. Bachelor in Teaching/Education and minimum 4 years L8 experience    | Level 10.1  |
| 4. Masters and a minimum of 2 years L8 experience.                     | Level 10.5  |
| 5. Doctorate and a minimum 1 year L8 experience                        | Level 11.10 |

<sup>8</sup> No recruitment of teacher in training will be allowed since August 2011. The TITs in the system will be trained for the Certificate for Teaching Secondary and will be gradually promoted to level 5/5.

<sup>9</sup> This also includes the TITs that receive a certificate from the Certificate Training for Teaching Secondary by distance (CTP)

**C.4 SECONDARY SCHOOLS (Secondary schools are those that do not have ECE and primary schools attached)**

- C.4.1 Secondary Teacher in Training, This will be phased out.** Level 2/3
1. Form five certificate Level 2.1
  2. Forms six Level 2.2
  3. Form seven Level 2.3

- C.4.2 Secondary Teacher, Levels 3 – 9**
1. Part-trained Teacher (Completed 2 or more semesters of Training at SICHE) Level 3.1
  2. Certificate without Education Level 4.5
  3. Diploma without Education Level 6.1
  4. Diploma in Teaching/Education Level 6.5
  5. Degree without Education Level 7.1
  6. Form 6/7 Subject Tutors without Education Level 7.1
  7. Bachelor in Teaching/Education Level 7.8
  8. Form 6/7 Subject Tutors with Bachelor in Teaching/Education Level 7.8
  9. Masters in Education Level 8.10
  10. Doctorate in Education Level 9.12

**C. 4.3 Senior Secondary Teacher (SST), Level 7-10**

A Senior Secondary Teacher (SST) is a teacher appointed to head an elective subject, with 2 or more teachers. A SST cannot be appointed as a Head of Department (HOD).

1. Diploma in Teaching/Education and minimum 4 years L7/8 experience Level 7.1
2. Bachelor in Teaching/Education and minimum 2 years L8/9 experience Level 8.1
3. Masters Level 9.1
4. Doctorate Level 10.5

**C.4.4 Head of Department (HOD), Level 7- 10.**

A Head of Department (HOD) is a teacher appointed to head a core subject with 2 or more teachers. A teacher teaching core subjects cannot be appointed as an SST.

1. Diploma in Teaching/Education and minimum 5 years L7/8 experience Level 7.5
2. Bachelor in Teaching/Education and minimum 3 years L8/9 experience Level 8.5
3. Masters and a minimum of 1 year L9/10 experience Level 9.3
4. Doctorate Level 10.8

**C.4.5 Form 6/7 Coordinator, Deputy Principal, Principal. Level 8 – 11**

1. Diploma in Teaching/Education and minimum 4 years L7/8 experience Level 8.1
2. Bachelor in Teaching/Education and minimum 2 years L8/9 experience Level 9.1
3. Masters in Education Level 10.1
4. Doctorate in Education Level 11.5

**C.4.6 Deputy Principal/ Principal, Level 9 – 12**

1. Diploma in Teaching/Education and minimum 5 years L8 experience Level 9.1
2. Bachelor in Teaching/Education and minimum 3 years L9 experience Level 10.1
3. Masters in Education and a minimum of 1 year L10 experience Level 11.5
4. Doctorate in Education Level 12.10

**C.4.7 Principal. Level 11/12.**

1. A minimum experience of 3 years at level 9/10 and at least a Bachelor in Teaching/Education Level 11.1

## **C.5 TECHNICAL AND VOCATIONAL EDUCATION TRAINING CENTRES**

### **C.5.1 Instructor, Level 3 - 8**

1. Certificate without Education	Level 4.5
2. Certificate in Teaching/Education	Level 5.5
3. Diploma without Education	Level 6.1
4. Diploma in Teaching/Education	Level 6.5
5. Degree without Education	Level 7.1
6. Bachelor in Teaching/Education	Level 7.8
7. Masters in Education	Level 8.10
8. Doctorate in Education	Level 9.12

### **C.5.2 Senior Instructor/Deputy Principal/ Principal, Level 6 – 10.**

1. Certificate in Teaching/Education and minimum 3 years L4/5 experience	Level 6.1
2. Diploma in Teaching/Education and minimum 2 years L5/6 experience	Level 7.1
3. Bachelor in Teaching/Education and minimum 1 year L6/7 experience	Level 8.1
4. Masters in Education	Level 9.12
5. Doctorate in Education	Level 10.14

### **C.5.3 Senior Instructor/Deputy Principal/ Principal, Level 7 – 10.**

1. Certificate in Teaching/Education and minimum 5 years L5/6 experience	Level 7.1
2. Diploma in Teaching/Education and minimum 4 years L5/6 experience	Level 7.1
3. Bachelor in Teaching/Education and minimum 2 year L5/6 experience	Level 7.1
4. Masters in Education	Level 9.1
5. Doctorate in Education	Level 10.5

### **C.5.4 Deputy Principal/Principal, Level 8 – 10.**

1. Certificate in Teaching/Education and minimum 6 years L7 experience	Level 8.1
2. Diploma in Teaching/Education and minimum 5 years L7 experience	Level 8.1
3. Bachelor in Teaching/Education and minimum 3 years L7 experience	Level 8.1
4. Master in Teaching/Education and minimum 1 year L7 experience	Level 9.1
5. Doctor in Education	Level 10.10

### **C.5.5 Principal, Level 9/10**

1. Diploma in Teaching/Education and minimum 6 years L8 experience	Level 9.1
2. Bachelor in Teaching/Education and minimum 4 years L8 experience	Level 9.1
3. Masters in Teaching/Education and a minimum 2 years L8 experience	Level 9.1
4. Doctorate in Education and 1 year L8 experience	Level 10.1

**D. Absence Report Form**

To: \_\_\_\_\_ Education Authority

**ABSENCE FROM DUTY**

It is reported that \_\_\_\_\_  
(Name of Teacher)

was absent from his post at \_\_\_\_\_ School,

from \_\_\_\_\_ to \_\_\_\_\_

the total of \_\_\_\_\_ days. The reasons for the absence are given below.

The reasons for my absence from duty were as follows:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed:.....(Teacher)

Reg. No.....

Head Teacher or Principal comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: .....  
Head teacher or Principal

**RECOMMENDATIONS FROM EDUCATION AUTHORITY**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Signed).....  
Chief Education Officer or Education Secretary

This form is to be completed and sent to the Education Authority. After consideration by the Authority it must be sent to the TSO with the recommendation from the Education Authority.

## **E. Special Arrangement Applicable to Overseas Staff**

### **E.1 TRAVEL AND BAGGAGE COSTS**

E.1.1 Travel and Baggage costs for overseas staff recruited by an Education Authority shall be paid by the employing Education Authority.

### **E.2 LEAVE SALARY PAYMENTS**

E.2.1 All teachers shall have their salaries paid as from the date of assumption of duties.

E.2.2 Full salary will be paid for all school holiday periods and Public Holidays occurring during a period of service.

E.2.3 If the teacher is returning for further service on completion of a full contract period, full salary shall be paid for the whole period between the term just completed and the beginning of the succeeding term.

E.2.4 If the teacher is not returning for further service on completion of full contract MEHRD shall pay full salary up to, and including, the last day of the month in which the contract terminates (normally, June in the case of Term 1, and December in the case of Term II).

E.2.5 In a case where service terminates other than on completion of the full contract period, no leave salary payment shall be made by MEHRD.

### **E.3 RESIDENCE AND WORK PERMITS**

Work Permits are required to be obtained from the Ministry of Immigration and Labour on behalf of overseas staff employed at Church Secondary and Primary Schools. The responsibility for paying such Permits and fulfilment of other conditions such as indemnities for repatriation expenses rests with the Education Authority.



## **F. Allowances Set by the Ministry of Education**

### **F.1 CHARGE ALLOWANCE**

Where a teacher is requested to fulfil the duties of a responsible post, they shall be eligible for a charge allowance; payable by the Ministry which shall be equated to the difference between their current basic salary and the entry point for the responsible post for which they are acting or at a level determined by the Permanent Secretary from time to time.

### **F.2 BOARDING ALLOWANCE**

A teacher in a boarding school is eligible for a boarding allowance of sixty (\$60) dollars per fortnight for the duration of school terms payable by the Ministry.

### **F.3 REMOTE AREA ALLOWANCE**

Education Authorities may apply to the Permanent Secretary for any of their schools to be classified according to their degree of remoteness.

Zone 1 Schools	Schools for which teachers travel to the nearest commercial centre for more than \$200 one way.
Zone 2 Schools	Schools for which teachers travel to the nearest commercial centre for more than \$400 one way

A Teacher in a Zone 1 school is eligible for an allowance of \$80 per fortnight payable by the Ministry.  
A Teacher in a Zone 2 school is eligible for an allowance of \$120 per fortnight payable by the Ministry.

### **F.4 LONG AND DEDICATED SERVICE BENEFIT**

*(Equivalent to Public Service)*

After completing (ten) 10 years continuous service, and upon the recommendation of an Education Authority a teacher is entitled to a long and dedicated service benefit of (\$5000 and) the equivalent of 12 weeks' salary payable by the Ministry.

### **F.5 EXTRA CURRICULA ALLOWANCE**

Where a teacher is performing extra duties other than normal classroom duties such as a sports master and a maintenance master, on a weekly basis, he/she is eligible for an extra curricula allowance of sixty (\$60.00) per fortnight. A maximum of two (2) teachers per school in a stand alone Primary or Secondary school shall be entitled to be paid extra curricula allowance. In a Community High School, a maximum of four (4) teachers are eligible, two (2) each from the Primary and Secondary sector.

## **G. Roles and Functions of Education Authorities**

Each Authority shall ensure that the requirements of the Act and any requirements of the Minister or Ministry made in accordance with the Act are complied with in respect of each school for which it is responsible. Consistent with Section 12 of the Act, the functions of an education authority, in addition to those stated in the Act include:

1. To provide land, buildings, facilities, financial resources and amenities and carry out infrastructure development for the establishment and maintenance of schools registered under the Authority.
2. To prepare bi-annual financial and narrative reports, annual budget and work programmes, manpower establishments and budgets for submission to the Ministry.
3. To monitor the completion of the SIEMIS-forms by its schools and ensure timely submission (before 31<sup>st</sup> of March) each year to the Ministry.
4. To advertise teaching vacancies, recruit and deploy staff as and when required.
5. To regularly visit all schools at least once a year under their authority and to assist or advise in all school matters and in particular monitor the appropriate implementation of the curriculum and the performance of teachers.
6. Monitor the development, annual review of a whole school development plan and assist with the management of grants and grant reporting.
7. Ensure that a consolidated retirement report for all schools under their authority is submitted to the Ministry on time to guarantee an uninterrupted flow of grants to the schools.
8. To investigate teachers who are in breach of code of professional conduct and take disciplinary action where required.
9. To recommend teachers to the National Teacher Training and Development Committee for further in-service studies or short-term professional development courses.
10. To provide advisory service to schools.
11. To liaise with the Ministry and the School Committee and Board in all matters relating to the development of their school.

## H. Roles and Functions of School Committees and Boards

School Boards operate at the school level, and currently they function under different names e.g. School Committee, School Council, School Board or Board of Governors. For the purposes of this handbook and for consistency with other education sector policies, these bodies are called School Committees (for primary schools) or School Boards (for secondary schools).

Head Teachers or Principals are responsible to the Authority for leading and administering their schools. Part of their responsibility is to ensure that they work cooperatively with the School Committee or Board to ensure planning, budgeting, monitoring, reporting and communication to the wider community is well arranged for.

Education Authorities may delegate additional functions to School Boards and School Committees; however, their main functions shall include:

1. To provide a governing body to the school.
2. The basic functions of the School in good collaboration with the (deputy) head teacher or principal are:
  - To govern the school as delegated from the Education Authority;
  - To approve and endorse school policies;
  - To recommend school fees and contributions and get approval from the Education Authority
  - To endorse rules and regulations including disciplinary recommendations from the Disciplinary Sub-committee through the Head Teacher or Principal;
  - To promote community support for the school;
  - To develop every three years a school development plan and annually review the plan;
  - To prepare bi-annual financial reports and budgets of all school finances of the school, reporting to parents, guardians, the Education Authority and Ministry;
  - To monitor the implementation of the school development plan;
  - To monitor school management, teachers' and children attendance;
  - To monitor students' behaviour and collaborate with the head teacher or the principal on disciplinary matters for students
  - To monitor financial management of school grants and encourage transparency in financial reporting;
  - To liaise with Inspectorate and Education Authorities and to co-monitor the appropriate implementation of the curriculum, school hours and infrastructure, health and environmental standards;
  - To organise regular school committee or board meetings (minimum of 4 times per year) and write minutes;
  - To convene meetings of parents and guardians to deal with matters relating to the school;
  - To monitor and report any cases of inappropriate, non-professional behaviour of teaching staff and corruption to the Education Authority and to report to the police serious cases of misbehaviour;
  - To be responsible for school land registered under the Trustees of the Board;
  - To seek funding in aid of the school from sources outside of the education authority and SIG;
  - To liaise with the education authority and the SIG on matters relating to the school;
  - To assist with the selection of teachers.

## I. Job Descriptions of Teachers

Post Title:	<b>ECE Teacher</b>
Level:	Level 4/5-8
Division:	Early Childhood Education
Responsible to:	ECE Supervisor
Scope of Duties:	To teach classes allocated by the Supervisor and assist with the running of the school.

Key Responsibilities	<p><b>Major Duties:</b></p> <p><b>A Programme Planning</b></p> <ol style="list-style-type: none"> <li>1. Observe and Interprets Observations of children's learning &amp; development</li> <li>2. Plan child centered-programme to meet children's needs and learning</li> <li>3. Provide stimulating learning environment indoor and outdoor</li> </ol> <p><b>B Teaching</b></p> <ol style="list-style-type: none"> <li>4. Demonstrate the ability to Interact with children</li> <li>5. Use of positive behaviour Management</li> <li>6. Children actively participate in activities</li> </ol> <p><b>C Early Childhood Environment</b></p> <ol style="list-style-type: none"> <li>7. Child Centred Environment</li> <li>8. Range of Learning Areas and Appropriate Resources</li> <li>9. Health and Safety Practices</li> <li>10. Safe Drinking Water and proper Sanitation</li> </ol> <p><b>D Supervision of Children/ Staff</b></p> <ol style="list-style-type: none"> <li>11. Maintain children Attendance Register</li> <li>12. Ensure that children are closely supervised during teaching hours</li> </ol>
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Post Title:	<b>ECE Supervisor</b>
Level:	Level 5/6 - 9
Division:	Early Childhood Education
Responsible to:	Head Teacher/Principal
Scope of Duties:	To teach classes allocated and provide professional guidance and administrative leadership to other teachers.

Key Responsibilities	<p><b>Major Duties:</b></p> <p><b>A Programme Planning</b></p> <ol style="list-style-type: none"> <li>1. To teach classes allocated by the Head Teacher/Principal and provide professional guidance and administrative leadership to other teachers.</li> <li>2. Plan child centered-programme to meet children's needs and learning</li> <li>3. Provide stimulating learning environment indoor and outdoor</li> </ol> <p><b>B Teaching</b></p> <ol style="list-style-type: none"> <li>4. Demonstrate the ability to Interact with children</li> <li>5. Use of positive behaviour Management</li> <li>6. Children actively participate in activities</li> </ol>
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**C Administration and Management**

7. Resource Management.
8. Ensures that the Short and Long Goals are developed.
9. Ensure ECE Curriculum is Play Based
10. Facilitate and attend workshops and made available
11. Establishes effective system for smooth communication and ensures that communication loop is intact.
12. Complete SIEMIS and financial reports to Education Authority
13. Manages uses of ECE Centre facilities Supervises maintenance of facilities to ensure a clean, orderly and safe environment for students to live, play and learn
14. Hold regular meetings with staff on expectations on staff performance with regards to instructional strategies, classroom management and communication with the public

**D Supervision of Children/ Staff**

15. Maintain Centre Staff/ Children Attendance Register
16. Ensure that children are closely supervised during teaching hours
17. Observe and Appraise Teachers performance, record observations and conducts evaluation conference with staff.
18. Make recommendation to ECE Inspectors for recommendation for confirmation, termination, suspension or non renewal of teachers appointment

**E Early Childhood Environment**

19. Child Centred Environment
20. Range of Learning Areas and Appropriate Resources
21. Health and Safety Practices
22. Safe Drinking Water and proper Sanitation

**F Assigned extra-curricular: Duties and activities approved by the Principal**

23. Supervision of ECE Centre Facilities and Service
24. Preparation of Teaching and Learning Resources
25. Any other activities expected for the smooth running of ECE Programme

**G Reporting what and who to**

26. Report to Education Authority and school board for professional, financial and other related matters as required.

**H Internal work relationship.** As a member of the Teaching Service, a teacher in this position is required to:

27. Uphold and promote ECE Philosophy and Centre Rules and regulations
28. Familiar with Teaching Service Handbook, Provincial & National Education Action Plan and Teaching, staff are well informed of all Policy matters
29. Uphold the ECE Philosophy
30. Uphold the ECE Centre rules and regulation
31. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority, religion and lifestyle
32. Uphold the Conditions of the Teaching Service and Education Acts
33. Maintain high standard of personal conduct and good role model
34. Maintains positive relationship and works cooperatively with staff, children, School Board, parents and community
35. Listen to advice and improve on the perceived weaknesses by the ECE Inspector or Education Authority

Post Title:	<b>Primary Teacher</b>
Level:	Level 4 - 9
Division:	Primary
Responsible to:	Head Teacher
Scope of Duties:	To teach classes allocated by the Head Teacher and assist with the running of the school.

Key Responsibilities	<p>Major Duties:</p> <p><b>A. Preparation and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>2. Plan and teach the approved syllabus</li> <li>3. Ensure the weekly lesson plans and scheme of work is sighted and signed by the immediate supervisor.</li> <li>4. Prepare formative and summative assessments</li> <li>5. Ensure weekly tests and end of term examination are administered.</li> </ol> <p><b>B. Supervision of Students</b></p> <ol style="list-style-type: none"> <li>6. Monitor the students' academic progress</li> <li>7. Maintain Class attendance records</li> </ol> <p><b>C. Organization/Administration</b></p> <ol style="list-style-type: none"> <li>9. Actively participate in school organized activities</li> <li>10. Maintain individual student records</li> <li>11. Submit school reports to relevant authorities as required</li> <li>12. Participate in school based in-service training and staff meeting</li> </ol> <p><b>D. Assigned extra-curricular. Duties and activities approved by the Principal</b></p> <ol style="list-style-type: none"> <li>13. Supervision of school activities (maintenance/work line)</li> <li>14. Supervision of students at school sports</li> <li>15. Any other specialized areas delegated by the principal/school administration</li> </ol> <p><b>E. Reporting what and who to</b></p> <ol style="list-style-type: none"> <li>16. Report to immediate supervisor all teaching related matters, and curriculum requirements</li> <li>17. Report to the Head Teacher for all students discipline, academic matters, pedagogical issues and other administrative matters</li> <li>18. Report to parents on the academic progress of the students under his/her responsibility</li> </ol> <p><b>F. Internal work relationship.</b> As a member of the Teaching Service, a teacher in this position is required to</p> <ol style="list-style-type: none"> <li>19. Diligently carry out delegated duties</li> <li>20. Maintain and uphold leadership to students</li> <li>21. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority, religion and lifestyle</li> <li>22. Uphold the Teaching Service Hand Book and the Education Acts</li> <li>23. Uphold the school rules and regulations</li> <li>24. Maintain a high standard of personal conduct, dress code and appearance</li> <li>25. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively</li> <li>26. Listen to advice and improve on the perceived weaknesses identified by the</li> </ol>
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school supervisors

**G. External work relationship.** As a member of the Teaching profession and the community, the teacher is expected to

27. Respect the customs and the traditions of the neighbouring communities
28. Respect and uphold the constitution of Solomon Islands
29. Promote harmonious relationships between the school and the community.

Post Title:	<b>Senior Primary Teacher</b>
Level:	Level 6 -8
Division:	Primary
Responsible to:	Head Teacher
Scope of Duties:	To teach the classes allocated by the Head Teacher, assist with the running of the school and provide professional leadership in a curriculum area.

Key Responsibilities	<p><b>Major Duties:</b></p> <p><b>A Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>2. Plan and teach the approved syllabus</li> <li>3. Prepare formative and summative assessments</li> <li>4. Administer tests and examination</li> <li>5. Monitor the students' academic progress.</li> </ol> <p><b>B Supervision of Students</b></p> <ol style="list-style-type: none"> <li>6. Check and sign weekly lesson plans and scheme of work before teaching</li> <li>7. Maintain Class attendance registers and activities</li> <li>8. Supervise school organized activities</li> </ol> <p><b>C Organization/Administration</b></p> <ol style="list-style-type: none"> <li>9. Maintain individual student records and files</li> <li>10. Maintain accurate and up-to-date administrative records.</li> <li>11. Supervise and provide professional guidance to teachers under his/her supervision.</li> <li>12. Participate and also be a resource person in school based in-service training and staff meeting</li> <li>13. Carry out delegated duties</li> <li>14. Report to Head Teacher for all teaching related matters and curriculum requirement.</li> </ol> <p><b>D Student Welfare</b></p> <ol style="list-style-type: none"> <li>15. Counsel and as appropriate provide assistant to students</li> <li>16. Manage Students' Behaviour through Students' Disciplinary System to respect the staff, school rules and regulations</li> </ol> <p><b>E Assigned extra-curricular. Duties and activities approved by the Principal</b></p> <ol style="list-style-type: none"> <li>17. Any other specialized areas delegated by the principal/school administration [social, cultural, religious activities and library activities]</li> <li>18. Develop a professional approach to carry out delegated duties</li> <li>19. Report to the principal and parents on the academic progress, discipline and other pedagogical issues about students under his/her responsibility</li> </ol>
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- F Internal work relationship.** As a member of the Teaching Service, a teacher in this position is required to:-
20. Uphold and promote the school vision and mission statements
  21. Maintain and uphold quality leadership to students
  22. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority and religion and lifestyle
  23. Uphold the Teaching Service Hand Book and the Education Acts
  24. Uphold the school rules and regulations
  25. Diligently carry out delegated duties
  26. Maintain a high standard of personal conduct, dress code and appearance
  27. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively
  28. Listen to advise and improve on the perceive weaknesses identified by the school supervisors
- G. External work relationship.** As a member of the Teaching profession and the community, the Senior Teacher is expected to:
29. Respect the customs and the traditions of the communities
  30. Respect and uphold the laws of Solomon Islands
  31. Promote harmonious relationships between the school and the community

Post Title:	<b>Deputy Head Teacher</b>
Level:	Level 5 – 12
Division:	Primary
Responsible to:	Head Teacher
Scope of Duties:	To assist the Head Teacher in administration and leadership of the school.

Key Responsibilities	<p><b>Major Duties:</b></p> <p><b>A Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>2. Plan and teach the approved syllabus</li> <li>3. Prepare formative and summative assessments</li> <li>4. Administer tests and examination</li> <li>5. Monitor the students' academic progress</li> </ol> <p><b>B Supervision of Staff and Students</b></p> <ol style="list-style-type: none"> <li>6. Maintain Class/Lesson attendance registers and activities</li> <li>7. Supervise school organized activities</li> <li>8. Maintain individual work documents and files</li> <li>9. Maintain accurate and up-to-date administrative files</li> <li>10. Submit school reports to relevant authorities as required</li> <li>11. Keep proper records of all school facilities, materials</li> <li>12. Oversee school disciplinary matters in consultation with the Principal</li> <li>13. Organize regular staff professional development</li> <li>14. Ensure that school has sufficient materials for use during the school year</li> <li>15. Participate in school based in-service teacher training and staff meetings</li> </ol> <p><b>C Organisation/Administration</b></p>
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16. Develop a professional approach to carry out delegated duties
17. Diligently carry out delegated duties
- D Student Welfare**
18. Counsel and as appropriate provide assistant to students
19. Manage Students' Behaviour through Students' Disciplinary System to respect the staff, school rules and regulations
- E Assigned extra-curricular. Duties and activities approved by the Principal**
20. Supervision of school Activities (maintenance/work line)
21. Supervision of school sports
22. Any other specialized areas delegated by the principal/school administration [social, cultural, religious activities and library activities]
- F Reporting what and who to (HT)**
23. Head Teacher and School board for all students discipline, academic matters, pedagogical issues and other administrative matters
24. Parents on the academic progress of their students under your responsibility.
- G Internal work relationship.** As a member of the Teaching Service, a teacher in this position is required to
25. Uphold and promote the school vision and mission statement
26. Maintain and uphold quality leadership to students
27. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority and religion
28. Uphold the Teaching Service Hand Book and the Education Act
29. Uphold the school rules and regulations
30. Maintain a high standard of personal conduct, dress code and appearance
31. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively
32. Listen to advise and improve on the perceive weaknesses identified by the school supervisor.
- H External work relationship.** As a member of the Teaching profession and the community, the teacher is expected to
33. Respect the customs and the traditions of the communities
34. Respect and uphold the laws of Solomon Islands
35. Promote harmonious relationships between the school and the community

Post Title:	<b>Head Teacher</b>
Level:	6-9
Division:	Primary
Responsible to:	Principal / Chief Education Officer
Scope of Duties:	Manage and implement the school development plan and all teaching and administrative staff at the school. Liaise well with the school board and increase active involvement of the community in the co-management of the school

Key  
Responsibilities

**Major Duties:**

**A Preparations and Teaching**

1. To assist with teaching duties.
2. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.
3. Plan and teach the approved syllabus
4. Prepare formative and summative assessments
5. Administer tests and examination
6. Monitor the students' academic progress
7. Responsible for the development, implementation and delivery of the outcome based national curriculum.

**B Supervision of Staff and Students**

1. To ensure that proper and effective teaching is taking place in the school and that the classroom environment is attractive, challenging and conducive to learning.
2. To make appraisals for all teachers and recommendations for confirmation of positions of probationers, position of responsibility and overseas teachers.
3. Manages the overall performance of teachers.
4. To facilitate and attend in-service courses and workshops provided for teachers.
5. To submit teacher monthly attendance forms to the Education Authority.
6. Provide annual confidential reports of teachers for submission to the Teaching Service Division.
7. To provide support for all teacher education programmes of the School of Education.

**C Organization/Administration**

1. To be the overall person in control of all aspects of the school including administrative, professional, community liaison, students' welfare and school affairs.
2. To represent the Education Authority and School Board in the school.
3. To be the Secretary to the School Board/Committee.
4. To complete the school budget for approval by the school board/committee and Education Authority.
5. To inform teachers on policy matters.
6. To ensure that student enrolment processes are observed (entry, repeating, transfer).
7. To hold regular staff meetings and to plan how best to improve the school, physically, administratively and professionally.
8. To ensure that staff meeting minutes are properly kept.
9. To ensure the official calendar is followed.
10. To ensure that staff are allocated with equitable workloads and attend to their duties.
11. To be responsible for the proper conduct of internal and external examinations.
12. To complete and submit all SEIMES forms required by the Education Authority and the Ministry of Education and Human Resource Development.
13. To carry out other duties that the (Principal), School Board/ Committee, Education Authority or MEHRD may direct from time to time.

**D Student Welfare**

1. To ensure that the school has a healthy, safe child friendly environment for the pupils to live, play and learn.
2. To ensure that the pupils are properly supervised during school hours and extra activities approved by the school.

**E Reporting what and who to (EA)**

1. To ensure that school fees and other funds are properly accounted for and reported to the School Committee/Board of Governors and Education Authority.
2. To keep proper records of staff and students of the school and report quarterly to the Education Authority.
3. Timely bi-annual retirements of school grants and to properly accountable for all school funds as prescribed in the School Financial Manual.

**F. Internal work relationship.** As a member of the Teaching Service, the Head Teacher in this position is required to

1. Be familiar with the Teaching Service Handbook, Education Act and MEHRD policies
2. Uphold and promote the school vision and mission statement
3. Maintain and uphold quality leadership to students
4. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority and religion
5. Uphold the Teaching Service Hand Book and the Education Act
6. Uphold the school rules and regulations
7. Maintain and comply to a high standard of personal conduct, dress code and appearance as according to the Teaching Service Handbook
8. Ensure that the school administration and School Board/Committee are responsible to proper use of the school properties, facilities and equipment and are well looked after.
9. Listen to advise and improve on the perceived weaknesses identified by the (Principal), School Board, Education Authority and MEHRD.

**G External work relationship.** As a member of the Teaching profession and the community, the Head Teacher is expected to

1. Be responsible for the development of the school plan, every three years and the annual review in good collaboration with the school board/Committee and the students ('school community dialogue')
2. Produce school bi-annual and annual reports.
3. To oversee that the school Internal Assessments are timely produced and dispatched to parents/guardians.

Post Title:	<b>Secondary Teacher</b>
Level:	Level 5-9
Division:	Secondary
Responsible to:	Principal
Scope of Duties:	To teach subject and classes allocated by the Principal and assist with the running of the school.

Key Responsibilities

<p><b>MAJOR DUTIES</b></p> <p><b>A Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>2. Plan and teach the approved syllabus</li> <li>3. Prepare formative and summative assessments</li> <li>4. Administer tests and examination</li> <li>5. Monitor the students' academic progress</li> </ol> <p><b>B Supervision of Students</b></p> <ol style="list-style-type: none"> <li>6. Maintain Class/Lesson attendance activities</li> <li>7. Supervise school organized activities</li> </ol> <p><b>C Organization/Administration</b></p> <ol style="list-style-type: none"> <li>8. Maintain individual work and students' profiles</li> <li>9. Maintain accurate and up-to-date administrative records</li> <li>10. Participate in school based in-service training and staff meeting</li> </ol> <p><b>D Assigned extra-curricular. Duties and activities approved by the Principal</b></p> <ol style="list-style-type: none"> <li>11. Supervision of school activities (maintenance/work line)</li> <li>12. Supervision of school sports</li> <li>13. Any other specialized areas delegated by the principal/school administration</li> </ol> <p><b>E Reporting what and who to</b></p> <ol style="list-style-type: none"> <li>14. Senior Secondary Teacher/Heads of Department for all teaching related matters, and curriculum requirements</li> <li>15. Principal for all students discipline, academic matters, pedagogical issues and other administrative matters</li> <li>16. Parents on the academic progress of their students under your responsibility</li> </ol> <p><b>F Internal work relationship.</b> As a member of the Teaching Service, a teacher in this position is required to</p> <ol style="list-style-type: none"> <li>17. Maintain and uphold leadership to students</li> <li>18. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority, religion and lifestyle</li> <li>19. Uphold the Teaching Service Hand Book and the Education Acts</li> <li>20. Develop a professional approach to carry out delegated duties</li> <li>21. Diligently carry out delegated duties</li> <li>22. Maintain a high standard of personal conduct, dress code and appearance</li> <li>23. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively</li> <li>24. Listen to advice and improve on the perceived weaknesses identified by the</li> </ol>
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	<p>school supervisors</p> <p><b>G External work relationship.</b> As a member of the Teaching profession and the community, the teacher is expected to</p> <p>25. Respect the customs and the traditions of the neighbouring communities</p> <p>26. Respect and uphold the constitution of Solomon Islands</p> <p>27. Promote harmonious relationships between the school and the community</p>
Post Title:	<b>Senior Secondary Teacher</b>
Level:	Level 6 - 8
Division:	Secondary
Responsible to:	Principal
Scope of Duties:	To teach the classes allocated by the Principal, assist with the running of the school and provide professional leadership in a curriculum area.

Key Responsibilities

	<p><b>Major Duties:</b></p> <p><b>A Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>2. Plan and teach the approved syllabus</li> <li>3. Prepare formative and summative assessments</li> <li>4. Administer tests and examination</li> <li>5. Monitor the students' academic progress.</li> </ol> <p><b>B Supervision of Students</b></p> <ol style="list-style-type: none"> <li>6. Check and sign weekly lesson plans and scheme of work before teaching</li> <li>7. Maintain Class attendance registers and activities</li> <li>8. Supervise school organized activities</li> </ol> <p><b>C Organization/Administration</b></p> <ol style="list-style-type: none"> <li>9. Maintain individual student records and files</li> <li>10. Maintain accurate and up-to-date administrative records.</li> <li>11. Supervise and provide professional guidance to teachers under his/her supervision.</li> <li>12. Participate and also be a resource person in school based in-service training and staff meeting</li> <li>13. Carry out delegated duties</li> <li>14. Report to Deputy Principal/Principal for all teaching related matters and curriculum requirement.</li> </ol> <p><b>D Student Welfare</b></p> <ol style="list-style-type: none"> <li>36. Counsel and as appropriate provide assistant to students</li> <li>37. Manage Students' Behaviour through Students' Disciplinary System to respect the staff, school rules and regulations</li> </ol> <p><b>E Assigned extra-curricular. Duties and activities approved by the Principal</b></p> <ol style="list-style-type: none"> <li>38. Any other specialized areas delegated by the principal/school administration [social, cultural, religious activities and library activities]</li> <li>39. Develop a professional approach to carry out delegated duties</li> <li>40. Report to the principal and parents on the academic progress, discipline and other pedagogical issues about students under his/her responsibility</li> </ol>
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**F Internal work relationship.** As a member of the Teaching Service, a teacher in this position is required to:

41. Uphold and promote the school vision and mission statements
42. Maintain and uphold quality leadership to students
43. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority and religion and lifestyle
44. Uphold the Teaching Service Hand Book and the Education Acts
45. Uphold the school rules and regulations
46. Diligently carry out delegated duties
47. Maintain a high standard of personal conduct, dress code and appearance
48. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively
49. Listen to advise and improve on the perceive weaknesses identified by the school supervisors

**G External work relationship.** As a member of the Teaching profession and the community, the Senior Secondary Teacher is expected to:

50. Respect the customs and the traditions of the communities
51. Respect and uphold the laws of Solomon Islands
52. Promote harmonious relationships between the school and the community

Post Title:

**Subject Head of Department**

Level:

Level 8

Division:

Secondary

Responsible to:

Principal

Scope of Duties:

*Supervises 3 teachers and above in a department.*

To teach classes allocated by the Principal, provide professional guidance and administrative leadership to other teachers in curriculum area and assist with the running of the school.

Key responsibilities

**Major Duties:**

**A Preparations and Teaching**

1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.
2. Plan and teach the approved syllabus
3. Prepare formative and summative assessments
4. Administer tests and examination
5. Monitor the students' academic progress
6. Check and sign teachers' weekly lesson plans/ scheme of work before teaching.

**B Supervision of Staff and Students**

7. Maintain Class/Lesson attendance registers
8. Supervise school organized activities
9. Provide In-service to the subordinate staff in the department
10. Observe at least two lessons per term per teacher and write report
11. Oversee the production and ordering of curriculum resources

**C Organization/Administration**

12. Administer one, or at times two subject areas

13. Organize the teaching programs and the coordination of work of the other members of the department
14. Devise an effective assessment, evaluation and reporting policy
15. Maintain individual student documents.
16. Maintain accurate and up-to-date administrative records
17. Submit department reports to relevant authorities as required
18. Participate in CDD organized workshop and in school based in-service and staff meeting
19. Organize and facilitate on-going in-service training for the department
20. Supervision of Subordinate teachers
21. Manage subject/department resources with up-to-date and accurate stock register and inventories
22. Prepare annual department budget
23. Carry out delegated duties

**D Student Welfare**

24. Counsel and as appropriate provide assistance to students
25. Manage Students' Behaviour through Students' Disciplinary System to respect the staff, school rules and regulations

**E Assigned extra-curricular. Duties and activities approved by the Principal**

26. Supervision of school Activities (maintenance/work line)
27. Supervision of school sports
28. Any other specialized areas delegated by the principal/school administration

**F Reporting what and who to**

29. Principal for professional, financial and other related matters as required
30. Deputy Principal for academic matters and pedagogical issues and for students discipline and other administrative matters
31. Other Subject Department Heads for all academic related matters, and curriculum requirements
32. Parents on the academic progress of their students under your responsibility

**G Internal work relationship. As a member of the Teaching Service, a teacher in this position is required to**

33. Develop a professional approach to carry out delegated duties
34. Diligently carry out delegated duties
35. Demonstrate teaching methods to subordinates at least one per term
36. Uphold and promote the school vision and mission statement
37. Maintain and uphold leadership to students
38. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority, religion and lifestyle
39. Uphold the Teaching Service Hand Book and the Education Acts
40. Uphold the school rules and regulations
41. Maintain a high standard of personal conduct, dress code and appearance
42. Listen to advice and improve on the perceived weaknesses identified by the school supervisors

**H External work relationship. As a member of the Teaching profession and the community, the teacher is expected to**

43. Respect the customs and the traditions of the neighbouring communities
44. Respect and uphold the constitution of Solomon Islands
45. Promote harmonious relationships between the school and the community

Post Title:	<b>Form 6 &amp; 7 Tutor</b>
Level:	Level 8
Division:	Secondary
Responsible to:	Principal
Scope of Duties:	To provide career and academic guidance to Form 6 & form 7 students and supervise the administration of External Assessments.

Key Responsibilities

<p><b>MAJOR DUTIES</b></p> <p><b>A Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>2. Plan and teach the approved syllabus</li> <li>3. Prepare formative and summative assessments</li> <li>4. Administer tests and examination</li> <li>5. Monitor the students' academic progress</li> </ol> <p><b>B Supervision of Students</b></p> <ol style="list-style-type: none"> <li>6. Maintain Class/Lesson attendance activities</li> <li>7. Supervise school organized activities</li> <li>8. To be responsible for careers and guidance for students especially Form 6 &amp; Form 7.</li> </ol> <p><b>C Organization/Administration</b></p> <ol style="list-style-type: none"> <li>9. Maintain individual work and students' profiles</li> <li>10. Maintain accurate and up-to-date administrative records</li> <li>11. Participate in school based in-service training and staff meeting.</li> <li>12. To liaise with employers and bodies responsible for scholarship selections and work experience.</li> <li>13. To keep record of academic work and student work experiences.</li> <li>14. To organise talks from employers and planners to forms 5 and 3</li> <li>15. To be responsible for the administration of external secondary tests</li> <li>16. To do counselling work with students regarding academic work and achievements</li> <li>17. To oversee and liaise with MEHRD on academic progress and reports &amp; scholarship applications</li> </ol> <p><b>D Assigned extra-curricular: duties and activities approved by the Principal</b></p> <ol style="list-style-type: none"> <li>18. Supervision of school activities (maintenance/work line)</li> <li>19. Supervision of school sports</li> <li>20. Any other specialized areas delegated by the principal/school administration</li> </ol> <p><b>E Reporting what and who to</b></p> <ol style="list-style-type: none"> <li>21. Senior Secondary Teacher/Heads of Department for all teaching related matters, and curriculum requirements</li> <li>22. Principal for all students discipline, academic matters, pedagogical issues and other administrative matters</li> <li>23. Parents on the academic progress of their students under your responsibility</li> </ol>
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- F Internal work relationship. As a member of the Teaching Service, a teacher in this position is required to**
24. Maintain and uphold leadership to students
  25. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority, religion and lifestyle
  26. Uphold the Teaching Service Hand Book and the Education Acts
  27. Develop a professional approach to carry out delegated duties
  28. Diligently carry out delegated duties
  29. Maintain a high standard of personal conduct, dress code and appearance
  30. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively
  31. Listen to advice and improve on the perceived weaknesses identified by the school supervisors
- G External work relationship. As a member of the Teaching profession and the community, the teacher is expected to**
32. Respect the customs and the traditions of the neighbouring communities
  33. Respect and uphold the constitution of Solomon Islands
  34. Promote harmonious relationships between the school and the community

Post Title:

**Chaplain**

Level:

Level 5-8

Division:

Secondary

Responsible to:

Principal

Scope of duties:

To teach subject and classes allocated by the principal and provide pastoral care for students.

Key responsibilities

**Major duties**

**A. Preparations and Teaching**

1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.
2. Plan and teach the approved syllabus
3. Prepare formative and summative assessments
4. Administer tests and examination
5. Monitor the students' academic progress

**B Supervision of students**

6. Maintain class/lesson attendance activities
7. Supervise school organized activities

**C Organisation/administration**

8. Maintain individual work and students' profiles
9. Maintain accurate and up-to-date administrative records
10. Participate in school based in-service training and staff meeting
11. Provide pastoral care for members of the school community
12. Provide counselling for staff and students on spiritual and social matters
13. Assist in counselling and discipline of disciplinary referral cases
14. Planning, programming all religious activities in the school
15. Facilitate religious instruction for students

**D. Assigned extra-curricular: duties and activities approved by the**

**principal**

- 16. Supervision of school activities (maintenance/work line)
- 17. Supervision of school sports
- 18. Any other specialized areas delegated by the principal/school administration

**E Reporting what and who to**

- 19. Senior secondary teacher/heads of department for all teaching related matters, and curriculum requirements
- 20. Principal for all students discipline, academic matters, pedagogical issues and other administrative matters
- 21. Parents on the academic progress of their students under your responsibility

**F Internal work relationship.** As a member of the teaching service, a teacher in this position is required to

- 22. Maintain and uphold leadership to students
- 23. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority, religion and lifestyle
- 24. Uphold the teaching service hand book and the education acts
- 25. Develop a professional approach to carry out delegated duties
- 26. Diligently carry out delegated duties
- 27. Maintain a high standard of personal conduct, dress code and appearance
- 28. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively
- 29. Listen to advice and improve on the perceived weaknesses identified by the school supervisors

**G External work relationship. As a member of the teaching profession and the community, the teacher is expected to**

- 30. Respect the customs and the traditions of the neighbouring communities
- 31. Respect and uphold the constitution of Solomon Islands
- 32. Promote harmonious relationships between the school and the community

Post Title:	<b>Deputy Principal</b>
Level:	Level 5 – 12
Division:	Secondary
Responsible to:	Principal
Scope of Duties:	To assist the Principal in administration and leadership of the school.

Key Responsibilities	<p><b>Major Duties:</b></p> <p><b>A Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>2. Plan and teach the approved syllabus</li> <li>3. Prepare formative and summative assessments</li> <li>4. Administer tests and examination</li> <li>5. Monitor the students' academic progress</li> </ol> <p><b>B Supervision of Staff and Students</b></p> <ol style="list-style-type: none"> <li>6. Maintain Class/Lesson attendance registers and activities</li> <li>7. Supervise school organized activities</li> <li>8. Maintain individual work documents and files</li> <li>9. Maintain accurate and up-to-date administrative files</li> <li>10. Submit school reports to relevant authorities as required from time to time</li> <li>11. Keep proper records of all school facilities, equipment and materials</li> <li>12. Oversee school disciplinary matters in consultation with the Principal</li> <li>13. Organize regular staff professional development meetings</li> <li>14. Ensure that school has sufficient materials for use during the school year</li> <li>15. Assist to organize school based in-service teacher training and staff meetings</li> </ol> <p><b>C Organisation/Administration</b></p> <ol style="list-style-type: none"> <li>16. Develop a professional approach to carry out delegated duties</li> <li>17. Diligently carry out delegated duties</li> </ol> <p><b>D Student Welfare</b></p> <ol style="list-style-type: none"> <li>18. Counsel and as appropriate provide assistant to students</li> <li>19. Manage Students' Behaviour through Students' Disciplinary System to respect the staff, school rules and regulations</li> </ol> <p><b>E Assigned extra-curricular: Duties and activities approved by the Principal</b></p> <ol style="list-style-type: none"> <li>20. Supervision of school Activities (maintenance/work line)</li> <li>21. Supervision of school sports</li> <li>22. Any other specialized areas delegated by the principal/school administration [social, cultural, religious activities and library activities]</li> </ol> <p><b>F Reporting what and who to</b></p> <ol style="list-style-type: none"> <li>23. Principal and School board for all students discipline, academic matters, pedagogical issues and other administrative matters</li> <li>24. Other Subject Department Heads for all academic related matters, and curriculum requirements</li> <li>25. Parents on the academic progress of their students under your responsibility.</li> </ol>
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**G Internal work relationship.** As a member of the Teaching Service, a teacher in this position is required to

26. Uphold and promote the school vision and mission statement
27. Maintain and uphold quality leadership to students
28. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority and religion
29. Uphold the Teaching Service Hand Book and the Education Act
30. Uphold the school rules and regulations
31. Maintain a high standard of personal conduct, dress code and appearance
32. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively
33. Listen to advise and improve on the perceive weaknesses identified by the school supervisor.

**H External work relationship.** As a member of the Teaching profession and the community, the teacher is expected to

34. Respect the customs and the traditions of the communities
35. Respect and uphold the laws of Solomon Islands
36. Promote harmonious relationships between the school and the community

Post Title:	<b>Principal</b>
Level:	7-11
Division:	Secondary
Responsible to:	Chief Education Officer
Scope of Duties:	Manage and implement the school development plan and all teaching and administrative staff at the school. Liaise well with the school board and increase active involvement of the community in the co-management of the school

Key Responsibilities

<p><b>Major Duties:</b></p> <p><b>A Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. To assist with teaching duties.</li> <li>2. Prepare lesson plans, year outline, unit scheme of work, term program, assessment specifications, teaching aids, etc.</li> <li>3. Plan and teach the approved syllabus</li> <li>4. Prepare formative and summative assessments</li> <li>5. Administer tests and examination</li> <li>6. Monitor the students' academic progress</li> <li>7. Responsible for the development, implementation and delivery of the outcome based national curriculum.</li> </ol> <p><b>B Supervision of Staff and Students</b></p> <ol style="list-style-type: none"> <li>8. To ensure that proper and effective teaching is taking place in the school and that the classroom environment is attractive, challenging and conducive to learning.</li> <li>9. To make appraisals for all teachers and recommendations for confirmation of positions of probationers, position of responsibility and overseas teachers.</li> <li>10. Manages the overall performance of teachers.</li> <li>11. To facilitate and attend in-service courses and workshops provided for teachers.</li> <li>12. To submit teacher monthly attendance forms to the Education Authority.</li> <li>13. Provide annual confidential reports of teachers for submission to the Teaching Service Division.</li> <li>14. To provide support for all teacher education programmes of the School of Education.</li> </ol> <p><b>C Organization/Administration</b></p> <ol style="list-style-type: none"> <li>15. To be the overall person in control of all aspects of the school including administrative, professional, community liaison, students' welfare and school affairs.</li> <li>16. To represent the Education Authority and School Board in the school.</li> <li>17. To be the Secretary to the School Board.</li> <li>18. To complete a school budget for approval by the school board and Education Authority.</li> <li>19. To inform teachers on policy matters.</li> <li>20. To ensure that student enrolment processes are observed (entry, repeating, transfer).</li> <li>21. To hold regular staff meetings and to plan how best to improve the school, physically, administratively and professionally.</li> <li>22. To ensure that staff meeting minutes are properly kept.</li> </ol>
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23. To ensure the official calendar is followed.
  24. To ensure that staff are allocated with equitable workloads and attend to their duties.
  25. To be responsible for the proper conduct of internal and external examinations.
  26. To complete and submit all return statistic forms required by the Education Authority and the Ministry of Education and Human Resource Development.
  27. To carry out other duties that the School Board, Education Authority or the Ministry may direct from time to time.
- D Student Welfare**
28. To ensure that the school has a healthy and safe environment for the pupils to live, play and learn.
  29. To ensure that the pupils are properly supervised during school hours and extra activities approved by the school.
- E Reporting what and who to [Education Authority]**
30. To ensure that school fees and other funds are properly accounted for and reported to the School Committee/Board of Governors and Education Authority.
  31. To keep proper records of staff and students of the school and report quarterly to the Education Authority.
  32. Timely bi-annual retirements of school grants and to properly accountable for all school funds as prescribed in the School Financial Manual.
- F Internal work relationship.** As a member of the Teaching Service, the Principal in this position is required to
33. Be familiar with the Teaching Service Handbook, Education Act and MEHRD policies
  34. Uphold and promote the school vision and mission statement
  35. Maintain and uphold quality leadership to students
  36. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority and religion
  37. Uphold the Teaching Service Hand Book and the Education Act
  38. Uphold the school rules and regulations
  39. Maintain and comply to a high standard of personal conduct, dress code and appearance as according to the Teaching Service Handbook
  40. Ensure that the school administration and school board are responsible to proper use of the school properties, facilities and equipment and are well looked after.
  41. Listen to advise and improve on the perceive weaknesses identified by the School Board, Education Authority and MEHRD.
- G External work relationship.** As a member of the Teaching profession and the community, the teacher is expected to
42. Be responsible for the development of the school plan, every three years and the annual review in good collaboration with the school board and the students ('school community dialogue')
  43. Produce school bi-annual and annual reports.
  44. To oversee that the school internal assessments are timely produced and dispatched to relevant education providers.

Post Title:	<b>TVET instructor</b>
Level:	Level 4 - 7
Division:	Technical and Vocational Educational Training
Responsible to:	Principal
Scope of Duties:	To teach courses allocated by the Principal and assist with the running of the school.

Key Responsibilities	<p><b>Major Duties:</b></p> <p><b>A. Preparations and Teaching</b></p> <ol style="list-style-type: none"> <li>1. Prepare lesson plans and teaching aids, etc.</li> <li>2. Plan and instruct the approved course outline.</li> <li>3. Prepare theory and practical assignments, tests and examination</li> <li>4. Administer internal practical assessment and theory tests and the National trade examination.</li> <li>5. Monitor the students' academic and technical progress</li> </ol> <p><b>B. Supervision of students</b></p> <ol style="list-style-type: none"> <li>6. Maintain workshop/farm activities and attendance register</li> <li>7. Supervise institution's organized activities</li> </ol> <p><b>C Organisation/Administration</b></p> <ol style="list-style-type: none"> <li>8. Maintain individual work documents and files</li> <li>9. Maintain accurate and up-to-date administrative files</li> <li>10. Maintain workshop safety regulations at all time</li> <li>11. Submit institute reports to relevant authorities as required</li> <li>12. Participate in institute based in-service training and staff meeting</li> <li>13. Uphold and promote the institute vision and mission statements</li> <li>14. Carry out delegated duties</li> </ol> <p><b>D Student Welfare</b></p> <ol style="list-style-type: none"> <li>15. Counsel students with problem</li> <li>16. Discipline Students accordingly</li> </ol> <p><b>E Assigned extra-curricular. Duties and activities approved by the Principal</b></p> <ol style="list-style-type: none"> <li>17. Supervision of institutes Activities (maintenance/work line)</li> <li>18. Supervision of institutes sports</li> <li>19. Any other specialized areas delegated by the school principal</li> </ol> <p><b>F Reporting what and who to</b></p> <ol style="list-style-type: none"> <li>20. Senior Instructor for all instructing and practical related matters, and curriculum requirements</li> <li>21. Deputy Principal for all students discipline, academic matters, pedagogical issues and other administrative matters</li> <li>22. Parents on the students' academic progress</li> </ol> <p><b>G Internal work relationship.</b> As a member of the Teaching Service, a TVET Instructor in this position is required to</p> <ol style="list-style-type: none"> <li>23. Maintain and uphold quality leadership to students</li> <li>24. Respect the rights and beliefs of the staff regardless of their gender, tribal group, seniority, religion and lifestyle</li> <li>25. Uphold the Teaching Service Hand Book and the Education Act</li> <li>26. Uphold the school rules and regulations</li> <li>27. Develop a professional approach to carry out delegated duties</li> </ol>
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28. Diligently carry out delegated duties
  29. Maintain a high standard of personal conduct, dress code and appearance
  30. Cooperate with colleagues, the school administration and school board to ensure that the school properties and facilities are looked after and the programs run effectively
  31. Listen to advice and improve on the perceived weaknesses identified by the school supervisors
- H External work relationship.** As a member of the Teaching profession and the community, the teacher is expected to
32. Respect the customs and the traditions of the neighbouring communities
  33. Respect and uphold the constitution of Solomon Islands
  34. Promote harmonious relationships between the school and the community



## J. Sample Employment Contract

(Education Authorities may use this contract as a model and may delete or add paragraphs as they determine appropriate) Four copies are required, for teacher, Principal, Education Authority and TSO.

Date: (of offer)

Dear «Given\_Names» «Surname»

### OFFER OF APPOINTMENT

This letter is offering you an offer of appointment with the «EA» Education Authority as «Post» in «School» (SIEMIS code: «SIEMIS Code», Pay Point code: «PPT») School subject to the terms and conditions specified hereunder and any relevant regulations made under the Education Act as amended from time to time.

**DUTIES** In addition to the duties described in the Teaching Service Handbook you are expected to teach classes and subjects allocated to you including (any additional or particular duties, i.e. subjects or classes to teach)

1. Major subject:
2. Major subject:
3. Minor subject:

**SALARY** Your salary (subject to confirmation by the TSO) will commence at Level «NLevel» Point «NStep» on the Teachers Salary scale with a current basic salary of \$«New\_Basic» per fortnight. TPF Number: «TPF»

#### ***Tenure or Indefinite***

**TENURE** Your appointment will be for a period of.....years but, subject to a satisfactory work performance as assessed by annual staff appraisal process, or such other appraisal procedures as may be prescribed in the Teachers Handbook or Inspectorate Handbook, your appointment may, by mutual agreement be renewed or extended for such period as agreed or terminated.

Or

**INDEFINITE** Your appointment will be for an indefinite period but subject to the normal staff appraisal processes. It is hoped that you will remain at this school for a minimum of three years.

#### ***Probationary or Trial***

**PROBATIONARY PERIOD** Your appointment is made on a probationary basis and will be for a period of one year from the date of Appointment. Appointment will be confirmed in writing upon the satisfactory completion of the probationary period.

Or

**TRIAL APPOINTMENT** You are appointed on a trial basis. This appointment will be for a period not exceeding six months. Your appointment will be confirmed in writing upon the satisfactory completion of the trial period.

**DUTY SCHOOL** Your school of appointment is «School» School. Only transfers, movements or resignations processed in accordance with regulations described in the Teaching Service Handbook are permissible. Any other movement will be considered as a serious breach of this contract.

**DATE OF COMMENCEMENT** You are expected to commence duties on (*date of commencement*).

**HOME PLACE** For the purpose of this appointment (including Annual Leave), your Home will be ....., in .....Province.

**TERMINATION** Either party may terminate the employment by giving the other THREE (ONE for those with Provisional Registration) months notice in writing.

**LOYALTY** You are required to undertake to exercise in all loyalty, discretion and conscience the duties and responsibilities entrusted to you as a teacher, to perform these duties and responsibilities and to control your conduct at all times and with the interest of «**School**» School and «**EA**» Education Authority.

**GENERAL** Such other terms and conditions shall apply as are set out in detail in the Teaching Service Handbook and other rules and regulations made pursuant to the Education Act now in force and as they may be amended from time to time. The terms and conditions of your appointment as explained in this letter may be supplemented or amended by mutual agreement between yourself and the Education Authority provided it is not inconsistent with the Teaching Service Handbook or the Education Act. A copy of the Teaching Service Handbook will be made available to your school. Please familiarize yourself with the Teaching Service Handbook and the policies in the education sector as the terms and conditions of your employment are governed by both this contract, the Teachers Service Handbook and some specific policies.

**TSO CONFIRMATION** This offer is subject to Teaching Service Office confirmation.

**ACCEPTANCE** If you accept this offer, please sign and return the two copies of this letter of appointment within 14 days to indicate your acceptance of this offer. Failure to do so will terminate this offer.

Yours Sincerely

Chief Education Officer  
«EA» Education Authority.

For: Provincial Secretary  
«EA»

I accept this offer

Signed:.....Name: «Given\_Names» «Surname» Date:.....

Copies to Principal, Education Authority & Ministry

# K. Application for Teacher Registration Form

(Sections 29 and 30, Ed. Act, 1978)

To be completed by all persons intending to register and teach in Solomon Islands

## MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

PO Box G 28  
HONIARA  
SOLOMON ISLANDS

Telephone: (677) 28722/28803

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Title: Mr./Mrs./Ms./Dr

1. Family/Surname: .....

2. First names: .....

3. Male  Female

4. Date of Birth: ..... /..... /.....

5. Marital Status: .....

6. Nationality: .....

7. Religion/Denomination: .....

8. Education Qualifications

(Attach certified copies of Certificates, Diplomas or Degrees)

Qualifications	Institution	Date Obtained
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.....	.....	.....
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.....	.....	.....
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.....	.....	.....
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.....	.....	.....
-------	-------	-------

9 Level/Subjects Qualified to Teach

Level/Majors	Minors
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.....	.....
-------	-------

.....	.....
-------	-------

9. Other Qualifications Relevant to Teaching. Please attach certified copy (ies)

Qualification	Institution	Year Obtained
.....	.....	.....
.....	.....	.....
.....	.....	.....

11. Have you been deregistered from teaching?

Yes  No

If yes give brief details and attach supporting evidence for your application.

.....  
.....

12. (Please attach a Police Clearance report) Have you been convicted of any criminal offence?

Yes  No   
If yes give brief details.

.....  
.....

13. Statement:

I,....., the undersigned do solemnly declare, that to the best of my knowledge, the information given above is true.

Signature of Applicant:..... Date:.....

Signature of Witness: ..... Date:.....

**FOR OFFICIAL USE ONLY**

**Teaching Service Commission**

Registration approved  Rejected  Date :.../.../.....

Signed:.....  
*Teaching Service Commission Chairman*

If approved  
Full Registration  Provisional Registration

Registration Certificate No:.....

## L. Sample Personnel Occurrence Form

### TEACHING SERVICE DIVISION

#### PERSONNEL OCCURRENCE REPORT

Submit with supporting  
Documents

Date:

Education Authority:

School:

Address

Nature of Report:

Code:

Province:

#### PART ONE: PERSONAL INFORMATION

Teacher's Code:

Name: \_\_\_\_\_  
(Surname) (First Name)

Age:

Sex:

Date of Birth:

Marital Status:

Registration Number:

Nationality:

TPF No.:

Date of Appointment:

Type of Appointment:

Present Post Held:

Period Worked:

Post Level:

Salary Level

Increment Level:

Bank:

Account No.

NPF No.:

Qualification:

Years Teaching Experience:

#### PART TWO: REASONS AND DETAILS OF OCCURRENCE

#### PART THREE: EDUCATION DETAILS

#### PART FOUR: EMPLOYMENT DETAILS

\_\_\_\_\_  
Responsible Officer

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Note to Part Two: All Appointments /Increments/Study Leave Submissions should be also supported with TS Staff Report*

#### PART FIVE (TSD use only)

Recommendation by TSD officers

# M. Whole School Development Standards

Scoring by ticking the box to the corresponding Step!

Goals	Standards	Step	Progress Indicators	Means of Verification	Score YEAR 1	Score YEAR 2	Score YEAR 3
Access	1. Every child regardless of age, gender, ability or background is enrolled in primary school, attends classes every day and completes Year 6 successfully	1	The school has a list of all enrolled school-aged (6 - 15 years) children in the catchment area	Study and analyse the enrollment lists and school committee/board agenda's and minutes. Interview school staff, committee members, community members and pupils.			
		2	The school has a list of all enrolled school-aged children in the catchment area <i>and</i> the school has a list with all non-enrolled school-age children in the catchment area				
		3	The school has a list of all enrolled school-aged children in the catchment area <i>and</i> the school has a list with all non-enrolled school-age children in the catchment area <i>and</i> list with non-enrolled children has been updated every half year not later than 1st of February and 1st of August				
		4	The school has a list of all enrolled school-age children in the catchment area <i>and</i> the school has a list with all non-enrolled school-age children in the catchment area <i>and</i> list with non-enrolled children has been updated every half year not later than 1st of February and 1st of August <i>and</i> school staff as well as school committee members positively encourage and support all children, including children with disabilities, of poor families and slow learners, to enroll and participate in classes				
	2. All teachers record and monitor the absence of all pupils on a daily basis and they follow up with the School Committee on pupils who are absent without having specific reasons for their absence	1	All teachers keeps records on pupils daily attendance	Student Daily Attendance Register, interview the head teacher, school committee/board chair person, teachers and parents.			
		2	All teachers keep records on pupils daily attendance <i>and</i> identify pupils with absenteeism problems				
		3	All teachers keep records on pupils daily attendance <i>and</i> identify pupils with absenteeism problems <i>and</i> contact parents/guardians to encourage and support student attendance				
		4	All teachers keep records on pupils daily attendance <i>and</i> identify pupils with absenteeism problems <i>and</i> contact parents/guardians to encourage and support student attendance <i>and</i> student attendance overall has considerably increased/or has remained very high, close to 100%				
	3. School has adequate numbers of furnished classrooms, which meet Ministry of Education and Human Resource Development (MEHRD) infrastructure standards	1	School has an adequate number of classrooms (1 classroom for 35 pupils)	Observe classroom. Environment. Compare MEHRD infrastructure standards to the actual situation in school. MEHRD Standards: Pupil/teacher ratio: 35/1. Two students per desk or one per one-seater. Classroom is 1.2 m2.			
		2	School has an adequate number of classrooms <i>and</i> all classrooms are furnished appropriate to the height of pupils				
		3	School has an adequate number of classrooms <i>and</i> all classrooms are furnished appropriate to the height of pupils and are being used for teaching and learning				
		4	School has an adequate number of classrooms <i>and</i> all classrooms are furnished appropriate to the height of pupils and are being used for teaching and learning <i>and</i> meet Ministry of Education and Human Resource Development infrastructure standards (e.g. 1.2 m <sup>2</sup> per pupil)				
	4. School has enough separate toilets for boys and girls with water facilities which are clean and being used	1	School has toilet <i>and</i> water facilities	Observation of toilet facilities and interviews with pupils.			
		2	School has toilet <i>and</i> water facilities <i>and</i> there are enough separate toilets for boys and girls (Ministry of Education and Human Resource Development standard: 1 toilet per 40 girls and 1 toilet per 60 boys)				
		3	School has functioning toilet and water facilities <i>and</i> there are enough separate toilets for boys and girls <i>and</i> toilets are kept clean and are being used by pupils				
		4	School has functioning toilet and water facilities <i>and</i> there are enough separate toilets for boys and girls <i>and</i> toilets are kept clean and are being used by pupils <i>and</i> all pupils are educated on toilet use and personal hygiene (washing hands, cutting nails, trim hair, wash and wear uniforms)				
	5. All pupils and teachers have access to sufficient quantities of safe drinking water in school	1	0-25% of pupils and teachers have access to two liters of safe drinking water in school per day (World Health Organisation International standard)	Observation of water consumption by students and interviews with teachers and pupils.			
		2	25-50% of pupils and teachers have access to two liters of safe drinking water in school per day				
		3	50-75% of pupils and teachers have access to two liters of safe drinking water in school per day				
		4	75-100% of pupils and teachers have access to two liters of safe drinking water in school per day				
Goals	Standard	Step	Progress Indicators	Means of Verification			
Quality	6. All teachers assess their pupils every term as well as on-going and take appropriate action to support slow and fast learners	1	All teachers assess pupils every term	Interview teachers and pupils (slow and fast learners). Observe and study student portfolios (learner profiles).			
		2	All teachers assess pupils every term <i>and</i> assess on-going during class				
		3	All teachers assess pupils every term <i>and</i> assess on-going during class <i>and</i> teachers use student portfolios (learner profiles) and all teachers take appropriate action to support slow and fast learners				
		4	All teachers assess pupils every term <i>and</i> assess on-going during class <i>and</i> teachers use student portfolios (learner profiles) and all teachers take appropriate action to support slow and fast learners				
	7. All teachers prepare lesson plans with learning outcomes and use child-centered methodologies such as group work, discussion, demonstration, field trips or projects, assemblies etc.	1	All teachers prepare lesson plans	Study lesson plans and observe classroom teaching and learners' portfolios or profiles			
		2	All teachers prepare lesson plans <i>and</i> lesson plans have clear learning outcomes				
		3	All teachers prepare lesson plans <i>and</i> lesson plans have clear learning outcomes <i>and</i> all teachers use 1 or 2 child-centered centered methodologies in their lessons				
		4	All teachers prepare lesson plans <i>and</i> lesson plans have clear learning outcomes <i>and</i> all teachers use more than 2 child-centered centered methodologies in their lessons <i>and</i> all teachers take appropriate action to support slow and fast learners				

Quality	8. All classrooms have displayed pupils' work as well as teaching and learning materials which are used during lesson time and updated regularly	1	Pupils' work and teaching and learning materials are displayed in classrooms	Interview teachers, pupils and conduct classroom and storage observation of teachers and study each of subject materials			
		2	Pupils' work and teaching and learning materials are displayed in classrooms <i>and</i> changed at least three times a year				
		3	Pupils' work and teaching and learning materials are displayed in classrooms <i>and</i> changed at least three times a year <i>and</i> used during lesson time				
		4	Pupils' work and teaching and learning materials are displayed in classrooms <i>and</i> changed at least three times a year <i>and</i> used during lesson time <i>and</i> new local learning materials are developed and displayed				
	9. Schools have school and/or classroom libraries with adequate number of reading and reference books which are being used by pupils	1	School has a school and/or classroom libraries	Library/classroom and library observation on availability and use of books. Interview teachers, pupils, librarian or head teacher.			
		2	School has school and/or classroom libraries <i>and</i> these adequate numbers of reading books and reference books				
		3	School has a school and/or classroom libraries <i>and</i> these have adequate numbers of reading books and reference books <i>and</i> these are being borrowed and read by pupils daily				
		4	School has school and/or classroom libraries <i>and</i> these have adequate number of relevant and appropriate reading books <i>and</i> reference books and these are being borrowed and read by pupils daily <i>and</i> there is a school librarian or head teacher/principal who actively manages and expands the library				
	10. All teachers meet with the parents/guardians (both male and female) of pupils to discuss their concerns and pupils' achievements and identify as well as address student's individual learning needs	1	All teachers meet with parents/guardians	Interview teachers, parents and pupils			
		2	All teachers meet with parents/guardians at least twice a year to discuss their concerns and pupils' achievements				
		3	All teachers meet with parents/guardians every term to discuss their concerns and pupils' achievements				
		4	All teachers meet with parents/guardians every term to discuss their concerns and pupils' achievements <i>and</i> identify as well as address student's individual learning needs				
	11. All pupils have adequate number of all learning resources	1	0-25% of the pupils have no access to a pupils book and exercise book for each of the five subjects or other learning resources (for example: stationary, papers, etc.)	Observe classroom and interview pupils and teachers			
		2	25-50% of the pupils have no access to a pupils book and exercise book for each of the five subjects and other learning resources (for example: stationary, papers, etc.)				
		3	50-75% of the pupils have access to a pupils book and exercise book for each of the five subjects and other learning resources (for example: stationary, papers, etc.)				
		4	75-100% of the pupils have access to a pupils book and exercise book for each of the five subjects and other learning resources (for example: stationary, papers, etc.)				
	12. Classroom environments are conducive for teaching and learning	1	All the classrooms have a blackboard	Observe classroom			
		2	All the classrooms have a blackboard <i>and</i> enough light				
		3	All the classrooms have a blackboard <i>and</i> enough light <i>and</i> are well-ventilated				
		4	All the classrooms have a blackboard and enough light <i>and</i> are well-ventilated <i>and</i> have enough space (at least 1.2 m <sup>2</sup> per pupil)				
13. School promotes and monitors appropriate nutrition intake of pupils during the school day	1	School encourages children to bring local nutritious food to school	Observation of students nutrital intake. Interviews with teachers, students and parents.				
	2	School encourages parents and children to bring local nutritious food to school					
	3	School encourages parents and children to bring local nutritious food to school <i>and</i> school promotes and monitors nutritional intake of pupils during the school day					
	4	School encourages parents and children to bring local nutritious food to school <i>and</i> school promotes and monitors nutritional intake of pupils during the school day <i>and</i> refers malnourished/sick children to the local healthcare centre					
14. All teachers implement physical education activities and encourage all pupils to participate in sports activities	1	0-25% of teachers implement physical education activities or encourages pupils to participate in sports activities	Observation of physical education activities. Interviews with pupils and teachers.				
	2	25-50% of teachers implement physical education activities and encourage all pupils to participate in sports activities					
	3	50-75% of teachers implement physical education activities and encourage all pupils to participate in sports activities					
	4	75-100% of teachers implement physical education activities and encourage all pupils to participate in sports activities					
<b>Goals</b>	<b>Standard</b>	<b>Step</b>	<b>Progress Indicators</b>	<b>Means of Verification</b>			
Management	15. Head teacher/principal assesses every teacher at least twice a year and has developed a training plan for every teacher	1	Head teacher/principal assesses every teacher at least twice per year	Interview with head teacher or Principal and teachers as well as analyse of the teacher training plans			
		2	Head teacher/principal assesses every teacher at least twice per year <i>and</i> provides feedback to teachers				
		3	Head teacher/principal assesses every teacher at least twice per year <i>and</i> provides feedback to teachers <i>and</i> ensures that teachers take part in (school-based) professional development activities at least once a year				
		4	Head teacher/principal assesses every teacher at least twice per year and provides feedback to teachers <i>and</i> ensures that teachers take part in (school-based) professional development activities at least once a year <i>and</i> has developed a training plan for each teacher				
	16. School staff, community members and pupils have developed a School Development Plan (SDP) which is displayed and monitored by all stakeholders at least 4 times per year	1	Head teacher/principal has developed a School Development Plan <u>but without</u> the involvement of staff, pupils, school committee members and community members	Interview with head teacher, school committee or board chairperson, teachers, pupils and community members as well as observe the displayed School Development Plan and analyse the minutes of the School Committee or Board meeting			
		2	Head teacher/principal has developed a School Development Plan with teachers, pupils, school committee members and community members				
		3	Head teacher/principal has developed a School Development Plan with teachers, pupils, school committee members and community members <i>and</i> the School Development Plan is publically displayed				
		4	Head teacher/principal has developed a School Development Plan with teachers, pupils, school committee members and community members <i>and</i> the School Development Plan is publically displayed <i>and</i> the School Development Plan is implemented and progress is discussed by school committee members at least 4 times per year				

Management	17. School has developed a disaster preparation plan and school staff, community members and pupils undergo regular drills	1	School has developed a disaster preparation plan	Interviews with teachers, students, parents and community members. Study of the disaster preparedness plan.			
		2	School has developed a disaster preparation plan <i>and</i> school disaster plan has been shared and reviewed with pupils and community members				
		3	School has developed a disaster preparation plan <i>and</i> school disaster plan has been shared and reviewed with pupils and community members <i>and</i> pupils and school staff practice the plan at least once per year				
		4	School has developed a disaster preparation plan <i>and</i> school disaster plan has been shared and reviewed with pupils and community members <i>and</i> pupils and school staff practice the plan at least three per year				
	18. School grants are managed transparently and are utilised in accordance to SIG grant policies	1	School grants are based on actual enrollments <i>and</i> 6 monthly school grants <i>and</i> other sources of school income are displayed at a public place	Interview with head teacher, teachers, pupils, treasurer, school committee members and community members, study and analyse school development plan and budget and financial records.			
		2	School grants are based on actual enrollments <i>and</i> 6 monthly school grants <i>and</i> other sources of school income <i>and</i> school retirements are displayed at a public place				
		3	School grants are based on actual enrollments <i>and</i> 6 monthly school grants <i>and</i> other sources of school income <i>and</i> school retirements are displayed at a public place <i>and</i> school grants are spent on areas prioritised in the School Development Plan				
		4	School grants are based on actual enrollments <i>and</i> 6 monthly school grants <i>and</i> other sources of school income <i>and</i> school retirements are displayed at a public place <i>and</i> school grants are spent on areas prioritised in the School Development Plan <i>and</i> School Committee Members are actively involved in (the monitoring of) expenditures				
	19. Head teacher/principals ensures that all teachers come to work every working day and start working on time and leave after official working hours	1	Head teacher/principal maintains a Teachers Daily Attendance Register	Teacher Daily Attendance Register, interview the head teacher, contact the Inspectorate Officer of the Education Authorities			
		2	Head teacher/principal maintains a Teachers Daily Attendance Register <i>and</i> identifies teacher that are absent as well as the reasons for their absence				
		3	Head teacher/principal maintains a Teachers Daily Attendance Register <i>and</i> identifies teacher that are absent as well as the reasons for their absence <i>and</i> takes action to reduce teacher absenteeism				
		4	Head teacher/principal maintains a Teachers Daily Attendance Register <i>and</i> identifies teacher that are absent as well as the reasons for their absence <i>and</i> takes action to reduce teacher absenteeism <i>and</i> reports serious cases of teacher absenteeism to the Education Authority for their action				
	20. School has an active School Committee with more or less equal numbers of male and female members.	1	School has a School Committee.	Interview with members of the school committee boards and study minutes of the meetings.			
		2	School has a School Committee <i>and</i> the School Committee meets at least 4 times a year				
		3	School has a School Committee <i>and</i> meets at least 4 times a year <i>and</i> all groups (head teacher/principal, teachers, children, parents/caregivers and community members) are represented				
		4	School has a School Committee <i>and</i> meets at least 4 times a year <i>and</i> all groups are represented <i>and</i> the number of male and females in this committee is more or less equal				
	21. School takes appropriate actions to prevent bullying of pupils (by pupils and teachers) in and outside school	1	School does not have a school policy including rules and regulations on bullying by pupils and	Study of the rules and regulations. Interviews with teachers, students, parents and school committee members.			
		2	School has a school policy including rules and regulations on bullying by pupils and teachers				
		3	School has a school policy including rules and regulations on bullying by pupils and teachers <i>and</i> these are understood by all stakeholders and displayed in a public place				
		4	School has a school policy including rules and regulations on bullying by pupils and teachers <i>and</i> these are understood by all stakeholders and displayed in a public place <i>and</i> the school takes action to prevent bullying				

.....  
Name Head teacher/Principal

.....  
Name Head teacher/Principal

.....  
Signature Head teacher/Principal

.....  
Signature Head teacher/Principal

.....  
Date (year 1)

.....  
Date (year 2)

.....  
Name Head teacher/Principal

.....  
Signature Head teacher/Principal

.....  
Date (year 3)



## **N. UN Convention on the Rights of the Child**

### **Article 1**

Everyone under 18 has these rights.

### **Article 2**

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

### **Article 3**

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

### **Article 4**

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

### **Article 5**

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

### **Article 6**

You have the right to be alive.

### **Article 7**

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

### **Article 8**

You have the right to an identity – an official record of who you are. No one should take this away from you.

### **Article 9**

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

### **Article 10**

If you live in a different country than your parents do, you have the right to be together in the same place.

### **Article 11**

You have the right to be protected from kidnapping.

### **Article 12**

You have the right to give your opinion, and for adults to listen and take it seriously.

### **Article 13**

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

### **Article 14**

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

### **Article 15**

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

### **Article 16**

You have the right to privacy.

### **Article 17**

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

### **Article 18**

You have the right to be raised by your parent(s) if possible.

### **Article 19**

You have the right to be protected from being hurt and mistreated, in body or mind.

### **Article 20**

You have the right to special care and help if you cannot live with your parents.

### **Article 21**

You have the right to care and protection if you are adopted or in foster care.

**Article 22**

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

**Article 23**

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 25**

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

**Article 26**

You have the right to help from the government if you are poor or in need.

**Article 27**

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

**Article 31**

You have the right to play and rest.

**Article 32**

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

**Article 33**

You have the right to protection from harmful drugs and from the drug trade.

**Article 34**

You have the right to be free from sexual abuse.

**Article 35**

No one is allowed to kidnap or sell you.

**Article 36**

You have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37**

No one is allowed to punish you in a cruel or harmful way.

**Article 38**

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

**Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

**Article 40**

You have the right to legal help and fair treatment in the justice system that respects your rights.

**Article 41**

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

**Article 42**

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

## O. Teacher's Attendance and Teachers Effectiveness policy

**Objective:** The purpose of this policy is to state clearly what is required of teachers in terms of attendance at the school of their posting and the systems which shall be used to record and report teacher attendance at the school and Education Authority;

1. The Teaching Service Handbook states that teachers are expected to be at their schools all year except for their annual holidays which shall be taken during the school December-January school holidays (Section 7.1.3 and 15.1.2);
2. In addition to attending to official school duties, teachers may apply for sick leave, maternity leave, compassionate leave, study leave, leave to attend special events or unpaid leave. These are the only provisions for a teacher being absent from school as provided in the Teaching Service Handbook (section 15).
3. It is recognised that, depending on the circumstance of the school, teachers will be absent from school from time to time for such matters as collecting their pay, shopping and other personal matters. The Principal has the discretion to approve, disapprove, schedule and restrict such absences. The principal should inform the school committee or board of such arrangements along with the Education Authority.
4. For approved absences in 2 & 3 above a teacher shall not have their pay deducted.
5. In some circumstances, e.g. to attend to family matters like children's education, a teacher may request to take leave without pay. The Principal or Head teacher has the discretion to approve, disapprove, schedule and restrict such absences. The principal should inform the school board of such arrangements along with the Education Authority. Such absences shall be reported by the Principal or Head teacher to the Education Authority as **approved absence without pay**.
6. Any request by a teacher to be absent shall in the first instance be directed to the Principal or Head teacher and where necessary referred to the Education Authority.
7. In the case of the Principal or Head teacher, any absence or leave from the school, including official duties shall require the approval of the chair of the school committee/board and this must be reported to the Education Authority. The chair of the school committee/board shall report unauthorised absence by Principal's to the Education Authority (section 12.4.2).
8. Any absence from school that is unauthorised absence or approved absence without pay shall result in a deduction from salary of an amount commensurate with the absence, that is 1 days absence in a fortnight shall result in 10% deduction of the fortnightly salary (section 12.4.3)
9. Teachers are required to arrive at school before 8 am and should not leave before 3.30 pm, except teachers on duty who are required to be at school by 7.30 am and remain until 4.00 pm. (section 7.2) Note that school hours are the prerogative of the Education Authority and School and these are guidelines.
10. Teachers are required to sign the daily school register on their arrival and before their departure each day (section 12.4.1)
11. Teachers who fail to sign the register shall be subject to the discipline process.

12. Principals or Head teachers shall collate the daily register in a fortnightly register which shall also provide a space for recording teachers absence from the classroom (i.e. periods or hours missed).
13. After each fortnight the Principal or Head teacher shall forward the fortnightly register to the Education Authority.
14. Where teachers have unauthorised absences, or approved absences without pay the Principal or Head teacher shall complete the unauthorised absence form and forward a copy to the Education Authority.
15. When a Principal or Head teacher records a teacher's unauthorised absence, the he/she shall request the teacher to provide an explanation in writing and shall forward the explanation to the education authority if provided.
16. If a teacher unauthorised, accumulates 5 missed periods or 4 hours of missed classes, the Principal shall report this as unauthorised absence equivalent to 1 day on an unauthorised absence form.
17. Where a teacher reports late for school and or leaves early the Principal shall instigate the normal disciplinary procedures as outlined in section 12.2.
18. It is expected that Principals or Head teachers will facilitate a student reporting process on teacher attendance to classes. Teachers, not attending class or who arrive late or leave early should be reported by the students to the Principal or Head teacher. Absenteeism of Principals or Head teachers can be reported by the students to the school committee or board members.
19. Also school committee or board members have the tasks to monitor teacher attendance at their school. Teachers not attending class or who arrive late or leave early should be reported by the school committee or board members to the Principal or Head teacher and if there is no improved attendance also to the Education Authority.
20. Non attendance from Principals or Head teachers must be reported by the school committee or board members to the Education Authority and if there is no improved attendance to the TSD and/or relevant divisions in the Ministry (ECE, Primary, Secondary and TVET