



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL STANDARDS FOR TEACHER EDUCATION

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Directorate of Inspection and Advisory Services

Ministry of Education, Science and Technology
Private Bag 328
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Malawi



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FOREWORD

The Ministry of Education, Science and Technology has a mandate under the *Education Act 2013* (Section 4) to set and maintain national education standards. In 2015, my Ministry published an agreed set of *National Education Standards: Primary and Secondary Education*. I am now pleased to present a corresponding set of National Standards for Teacher Education. These Standards specify expected outcomes for student teachers and for the Teacher Education Partnerships through which their education is provided. They also identify the leadership and teaching processes which are essential to the achievement of these outcomes. These Standards are for use by all providers of teacher education, both public and private, whether they prepare teachers for employment in primary or secondary schools.

The Standards articulate clearly the educational experiences and achievements which key stakeholders, in particular student teachers, should expect their own institutions to deliver. Finally, the publication demonstrates how the success of institutions in achieving these outcomes for their students should be measured.

Since 1964, the country has introduced many modifications to the way it trains both primary and secondary teachers. Each time it has changed the system, it has done so in response to the current social, economic and political context and to the educational needs at the time. One result of these differing approaches to training teachers over the years has been the wide variety of ways of achieving the qualifications held by teachers.

The differences in the levels and types of teachers' qualifications have led to unevenness in teaching practice. This unevenness has had a serious impact on the quality of education experienced by learners in our schools. Every child has the right to an education of equal quality to that of his or her peers.

My Ministry has been aware of this issue for some time and, through its development of teacher education standards, is taking steps to ensure a better quality of education for all Malawi's children. The Standards depict the kind of teacher which Malawi needs. That teacher is the product of a partnership between teacher education institutions and teaching practice schools.

My Ministry is sharing these Standards with the education sector and its key stakeholders in a spirit of openness and transparency and to support the processes of education improvement. The Standards are presented in the form of minimum requirements for teacher education. All institutions should implement these requirements in order to improve the skills and overall quality of teachers in our schools. They should also strive to develop their practice and provision beyond minimum level through a process of self-evaluation, and to improve the system of teacher education in Malawi for the benefit of key stakeholders.

To this end, the Standards are aligned to the *Malawi Growth and Development Strategy II (MGDS II)*, the *National Education Sector Plan 2008 - 2017* and the *National Education Policy 2016*. They take into account the goals and objectives of education in Malawi and the guiding principles of access and equity, quality and relevance and governance and management in all education subsectors.

The Standards are points of reference for the work of policy-makers, development partners and education agencies as they drive forward educational change and reform across the country. It is the responsibility of education administrators to explain, interpret and exemplify the Standards to education practitioners and civil society within their individual contexts.

The specification of Standards enables more accurate and comprehensive reporting on the quality of education than has been possible in the past. The Directorate of Inspection and Advisory

Services has a duty under the Education Act 2013 to measure compliance with the Standards in institutions of teacher education and in teaching practice schools. It will report to the Ministry on the extent to which the Standards are being implemented and on the overall quality of teacher education. The Ministry and all its Directorates and Departments are committed to supporting the implementation of the *National Standards for Teacher Education*, to ensuring openness and transparency in reporting and to contributing to improvements in the quality of education across the country.

I sincerely wish to thank all stakeholders who, through several consultations, have contributed to the development of the *National Standards for Teacher Education*.

Bright Msaka, S.C.

Minister of Education, Science and Technology

PREFACE

The *National Standards for Teacher Education* have been developed in order to achieve consistency in the approaches which institutions of teacher education use to prepare student teachers for their substantive roles in schools and to ensure that graduating students demonstrate expected competences when they enter employment. The Ministry has built on effective work already carried out in the teacher education sector, in order to ensure that leaders and staff in our teacher education institutions receive clear practical guidance as a support to their work. In particular, the Ministry has achieved its aim by harmonising existing frameworks of standards.

The *National Standards for Teacher Education* use a similar model to the quality standards within the *Teacher Training College Management Handbook*. However, rather than repeat these standards, the teacher education standards build on them, developing key concepts to a level beyond the minimum, that of effective practice. Teacher training colleges are expected to continue to ensure that key processes and management systems outlined within the *TTC Management Handbook* are in place and operational. Institutes of higher education are expected to implement similar systems within their own structures.

The *National Standards for Teacher Education* also take cognizance of the *Quality Assurance Guidelines* published by the National Council for Higher Education, in particular, *Part 1: the Standards and Guidelines for Internal Quality Assurance in Higher Education Institutions*.

The aim of the Standards is to specify both minimum requirements and effective practice in teacher education, for use in evaluation at a number of levels and in a range of contexts. Examples include the following:

- Inspectors from the Directorate of Inspection and Advisory Services will use the Standards to evaluate and report on the quality of teacher education for primary practitioners provided by Teacher Training Colleges across the country.
- Inspectors will also use the Standards to inform and shape their evaluative discussions with Deans of Education, Faculty Heads, Principals and Lecturers in Institutes of Higher Education which provide training for secondary practitioners.
- Officers from the Department of Teacher Education will use the Standards when planning the strategic direction of teacher education across the country and the support required by individual institutions.
- All institutions which provide teacher education will use the Standards to evaluate the quality of the education they provide for student teachers including those provided in partnership with teaching practice schools, in order to identify and implement priorities through their existing planning processes, and to monitor progress and measure success.
- Teaching practice schools will use the Standards to identify areas where improvements in their support to student teachers are needed, to develop stronger partnerships with the teacher education institutions with which they work and to build the necessary action into their improvement plans.
- Finally, national and international agencies, development partners and civil society organisations are advised to use the Standards to contextualise and plan their support for teacher education within the context of national, institutional and school improvement plans.

In summary, the purpose of the Standards is to:

- aid policy makers at national level in the evaluation of, and support for the effectiveness of teacher education across the country as a whole; and
- guide individual institutions, partnerships and practitioners in reviewing and improving their practice.

This set of Standards has been produced by the Ministry of Education, Science and Technology through reference to existing frameworks for evaluation and by consulting with practitioners in the field through a process of validation.

In their final form, use of the Standards will focus on the achievement of three strategic outcomes: improved competences among student teachers and impact of supporting partnerships; improved teaching in teacher education institutions; and improved leadership and management of individual institutions and their partnership with schools.

These strategic outcomes provide a framework which both guides institutional improvement in accordance with stakeholders' needs and fulfils the mandate of the Ministry of Education, Science and Technology to promote education standards of the highest quality.

This set of National Standards for Teacher Education relates to the National Education Standards for Primary and Secondary Schools. In due course, one further set of standards will be produced for national and district support services.

The three sets of standards will complement each other and make a significant contribution to raising standards of teaching and learning across the country.

Lastly I wish to request the support and continued commitment from MoEST Directorates and Departments, Malawi Institute of Education (MIE), Malawi National Examinations Board (MANEB), Malawi National Library Services (MNLS), our Development Partners, and all other stakeholders in effective implementation of the Standards. DIAS, in particular, should intensify its commitment to evaluating, maintaining and improving standards in our teacher education institutions.

Ken Ndala (PhD)

Secretary for Education, Science and Technology

ACKNOWLEDGEMENTS

The development of the National Standards for Teacher Education has been the result of collaboration by the Ministry of Education, Science and Technology (MoEST) and its key stakeholders. The MoEST therefore wishes to thank senior policy makers for providing strategic direction and the Directorate of Inspection and Advisory Services (DIAS) for playing a key role in the development and production of the standards. The MoEST would like to express its profound gratitude to all development partners, in particular Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) for the technical and financial support towards development of these standards. Special thanks go to Deans of Education, Heads of Faculties of Education, College Principals, Headteachers, college staff, teacher mentors and student teachers for providing constructive contributions towards the development of these standards. The process of developing National Standards for Teacher Education also benefitted from the contributions made through the Standards, Research and Development Technical Working Group.

INTRODUCTION

The aim of the National Standards for Teacher Education is to establish expectations of the quality of education that should be provided in all institutions of Initial Teacher Education (ITE).

The publication *National Standards for Teacher Education (NSTE)* uses the same framework as the recently published *National Education Standards: Primary and Secondary Education (MoEST 2015) (NES)* but with content which is distinctive to the context of teacher education. The Standards draw on work carried out by the Directorate of Inspection and Advisory Services (DIAS), working in partnership with the Department of Teacher Education (DTED) and with key stakeholders in Teacher Education Institutions across Malawi. They reflect accepted good practice in ITE and take into account the experiences and views of leaders and staff in Teacher Training Colleges (TTCs), University Faculties of Education, Teacher Education Colleges¹ and Teaching Practice Schools (TPSs), and of student teachers² themselves.

The Standards in the NSTE are underpinned by, and complement the standards within the *Teacher Training College Management Handbook (MoEST 2014)*. They also take account of the *Standards and Guidelines for Quality Assurance in Malawi's Higher Education Institutions* published by the National Council for Higher Education (NCHE 2012), in particular those Standards in Part 1 which are about internal quality assurance in higher education institutions. These standards and those in NES have been mapped against each other so that users of the publications can reflect on, and make use of the linkages and relationships between and among these key documents. (See Appendix 2)

Primary teacher education is delivered through a formal partnership of TTCs and partner schools, supported by a Memorandum of Understanding. Institutes of secondary teacher education also work in partnerships with schools, although these are not formally defined. The Standards identify minimum requirements which all institutions and their partner schools should fulfil so that student teachers are able to benefit fully from the education and training they receive. The Standards also identify requirements typical of practice which exceeds minimum standards as well as practice which is effective.

The Standards provide practical support for strategic and operational planning. Institutions carry out such planning so that they can address each of their main areas for improvement systematically. In this way, they should steadily achieve the vision set out in their Charters or similar statements of aims and purpose. The increasing importance of joint working with Teaching Practice Schools makes it desirable that at least some joint planning should take place within the Teacher Education Partnership, where this exists. The Standards provide points of reference for institutions in planning their next steps for improvement and benchmarks to use internally to evaluate their own provision, monitor their progress and establish whether improvement targets have been achieved.

The Standards will be used in external evaluation of the quality of education in institutions carried out by DIAS as part of its national role in assuring the Minister of Education, Science and Technology and the general public that Teacher Education services are being delivered at an acceptable level of quality.

1 In the context of this publication, the term institution is used for all institutions which provide ITE. Occasionally, the term college is used where specific issues are deemed more relevant to TTCs

2 In the context of this publication, the term student or student teacher is used for young people studying in TTCs, University Faculties of Education or Colleges of Teacher Education. The term learner is used for children or adolescents studying in primary or secondary schools.

Legal and policy context

The Standards have been set in accordance with The Constitution of the Republic of Malawi 2006 Section 25 which stipulates that every person is entitled to education and that the schools or institutions offering education should be maintained according to official standards. The Education Act (2013) Section 4(c) stipulates that it shall be the duty of the Minister to set and maintain national education standards.

The National Council for Higher Education (NCHE) was established by Act of Parliament No. 15 of 2011, with the primary purpose of providing accreditation and quality assurance services in higher education institutions.

The National Education Standards: Primary and Secondary Education set down expectations of education quality in important aspects of school education in Malawi.

The National Education Policy (MoEST 2016) spells out Government policy on education. It outlines sector priorities and defines the education policies that will guide the development of the education sector in Malawi.

Target audience

The NSTE are for use by the following groups of people:

- Principals and staff in Teacher Training Colleges, Colleges of Education and University Faculties of Education;
- Headteachers, mentors and teachers in Teaching Practice Schools;
- Members of governing bodies, where these exist
- Members of local communities who provide accommodation and support to student teachers during their School Experience;
- Local government officials who oversee the schools in which student teachers carry out their teaching practice;
- Advisers and Inspectors from DIAS;
- Officials from DTED;
- Ministry officials from other Directorates;
- Education specialists working in other educational agencies and in international and non-governmental organisations;
- Members of associations of College Principals and other education professionals; and
- All educationists with a professional interest in teacher education.

The Standards and the requirements within them may be used for a range of purposes and in a number of contexts. Examples include the following:

- for external evaluation of the work of the institution, its partners and the Teacher Education Partnership through inspection using a subset of standards selected by DIAS;
- to evaluate, monitor and report on the quality of teacher education across the country as a whole;
- when considering the quality of practice in Malawi within an international context and when making comparisons with teacher education elsewhere;
- for ongoing and systematic internal evaluation of the work of the institution, its partners and the Teacher Education Partnership;
- to identify areas of focus for internal supervision of the quality of teaching, assessment and support by the institution's staff;

- to identify areas for improvement and specific targets for strategic and operational planning, to monitor progress in implementation and to judge success;
- to provide focal points for discussion at whole staff and departmental meetings and during meetings of the institution and its TPSs;
- to inform the design and content of training sessions for headteachers and mentors from TPSs;
- for reference when planning professional development for teacher educators;
- for reference in briefings and presentations about teacher education;
- to encourage consistent, valid and reliable approaches to evaluation among teacher educators working at all levels, locally and nationally; and
- to foster partnerships among key stakeholders by providing a shared frame of reference and a common language to use when discussing joint developments in teacher education.

How the National Standards for Teacher Education are organised

There are 18 standards for teacher education. These standards fall into three groupings.

1. **Outcomes** achieved by the institution and its TPSs. These outcomes are of two kinds. Firstly there are the outcomes which all student teachers should achieve by the end of their two-year course (three or four years for secondary student teachers), in other words what they should be able to do and how they should be able to conduct themselves. Secondly, there are the broader outcomes for all stakeholders which the institution and its teaching practice schools have achieved through their partnership.

Area	No	Education Standard
Outcomes	Outcomes for student teachers	
	1.	Learning for life
	2.	Knowledge and understanding
	3.	Pedagogy
	4.	Skills in assessing and supporting children’s learning
	5.	Professionalism
	Outcomes for the institution and its teaching practice schools	
6.	Impact of the Teacher Education Partnership	

2. Key **processes** for teacher education, the core activities which result in student teachers achieving these outcomes.

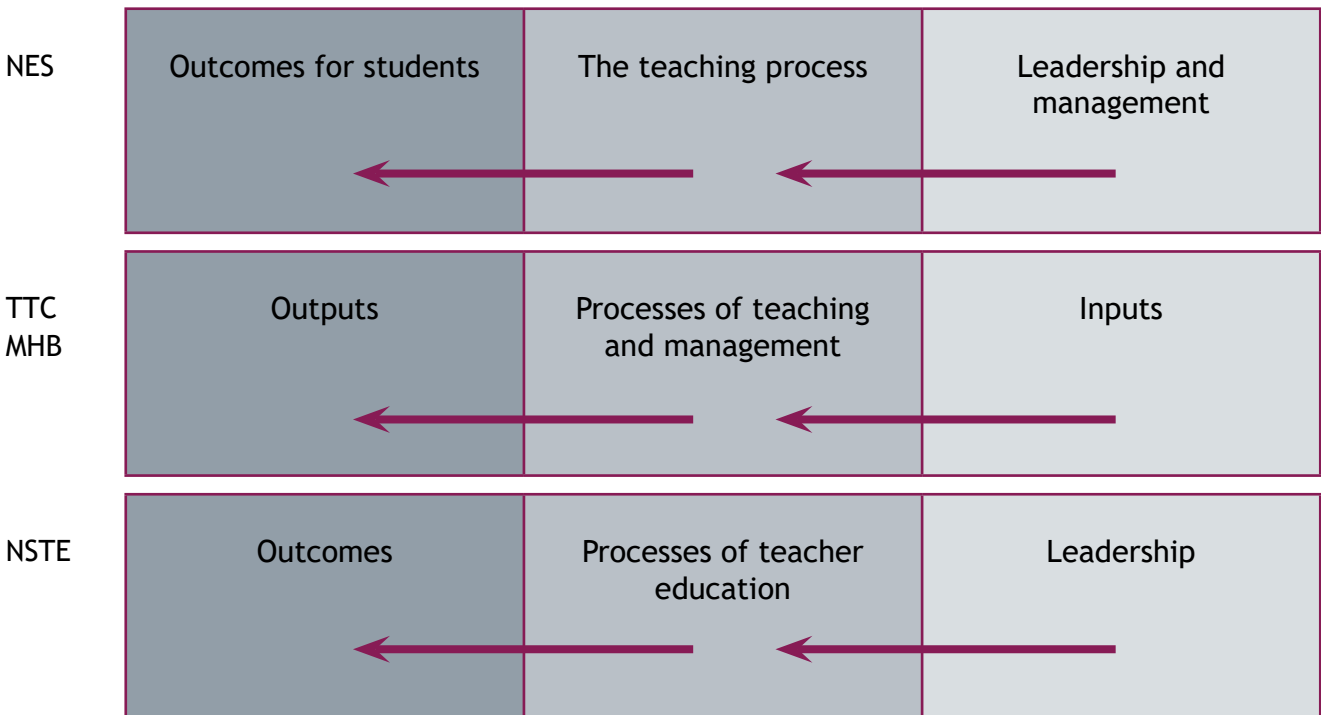
Area	No	Education Standard
Processes of teacher education	Outcomes for student teachers	
	7.	Creating a learning community
	8.	Curriculum
	9.	Quality of teaching by the institution’s staff
	10.	Assessment
	11.	Teaching experiences for student teachers
12.	Student safety, support and welfare	

3. The features of *leadership* which drive these processes so that they function effectively and result in positive outcomes for student teachers.

Area	No	Education Standard
Leadership	Outcomes for student teachers	
	13.	Leadership for learning
	14.	Strategic leadership
	15.	Leading and managing partnerships
	16.	Leading and managing people
	17.	Modelling of professional conduct by staff
	18.	Quality assurance and improvement

The three-part structure within which the standards are organised is based on cause and effect. The model may be used to identify strengths or areas for improvement in the outcomes achieved by each institution and its partner schools, and to track these back to their origins in some of the processes of teacher education and/or leadership.

This three-part structure is very similar to the one used to organise the National Education Standards: Primary and Secondary Education (NES) and the quality standards in the Teacher Training College Management Handbook (TTC MHB).



The relationships among these three frameworks of standards enable connections and cross references to be made which can help in the improvement process.

Making judgements against the Teacher Education Standards

The Standards are presented at four levels of achievement. Each level is exemplified within a set of requirements, which specify the provision and practice which should be able to be observed and measured if the appropriate level of performance has been met.

Level 4: Effective Practice	The requirements at Level 4 are intended to be aspirational and yet within the reach of all institutions. They should provide clear expectations of the quality of teacher education which all institutions and their partner schools should aim to provide. These expectations can be used to design improvement targets for partners to work on together. Partnerships which achieve Level 4 may provide models of good practice for others to emulate.
Level 3: Exceeds Minimum Standards	Level 3 identifies some of the key outcomes, processes and activities typical of practice which is better than the minimum standard.
Level 2: Meets Minimum Standards	Level 2 presents the basic requirements expected of all Teacher Education Partnerships in Malawi in each of the 18 Standards.
Level 1: Below Minimum Standards	Level 1 relates to those institutions and their partner schools which fail to achieve the requirements of an adequate education for student teachers in one or more respects. Such partnerships should make immediate plans for improvement.

Making judgements against the standards requires evidence to be gathered, analysed and weighed. Evidence is broadly of three different kinds:

- **Statistical or quantitative data**, for example, percentages achieving examination success or completing the course.
- **Perception measures**, which draw on the views of stakeholders gathered through interviews, surveys, focus groups or in meetings.
- **Direct observation** in a range of contexts, for example, in classes at the institution, in TPSs, across the campus or in hostels.

Such evaluations are never made on the basis of only one piece of evidence. Evidence needs to be checked against other evidence and confirmed (triangulated) to ensure that it is reliable and that judgements are robust. In particular, users would gather and record examples of practice which support the judgements made.

When making judgements against the standards, users of the standards should always start at Level 2. They should judge whether or not each of the requirements at Level 2 has been met. If they have all been met, then performance should be judged as having met the standard at Level 2. The requirements at Level 3 may then be evaluated. It is essential that all the requirements are met before the level is awarded as otherwise poor practice which potentially has a seriously negative impact on the experience and achievements of student teachers may persist without being addressed.

If one or more of the requirements at Level 2 however, has not been met, the institution and its partners should develop a plan for improving practice in that area. The same process should be used for evaluating practice against Level 4, if it has been established that all the requirements at Level 3 have been met.

Supplementary information about each standard and how it is evaluated is presented on a page facing the Standard itself. First there is an explanation of what the standard focuses on. This section is followed by a series of bullet points suggesting how evidence for the achievement of that standard can be gathered. In particular, it indicates the source of any quantitative evidence, how stakeholder's views might be gathered and the nature of any observation which might be carried out. Finally, this page provides cross-references to corresponding standards in the TTC Management Handbook and those for internal evaluation produced by the National Council for Higher Education.

Key themes

Some key themes permeate all three parts of the framework of standards. These themes reflect some of the current thinking about teacher education.

One key theme, is that of developing skills in independent, self-motivated learning. Its prominence promotes the idea that teaching has little point unless it results in effective learning. Learning is an active lifelong process which may take place within various contexts.

Three Standards address learning directly. Among the key outcomes for student teachers is learning for life: the development of skills, qualities and attitudes which are essential in many contexts and aspects of life, not just in teaching. To promote this broad approach to learning, the institution and its partner schools strive to develop a learning community. In this supportive environment, all members - staff, students and stakeholders in partner schools - focus on learning and improvement, both personal and professional, helping each other to develop the necessary skills. For the learning community to be effective, it needs to be led. However, while those who hold senior posts of responsibility may be in the lead, Leadership for learning may also be demonstrated by other members of staff. Indeed, students may also be prepared to take on lead roles in enabling and supporting learning among their peers.

The Standards also reflect the key qualities which institutions and their partners aim to foster in their students. Such qualities may include aspects such as creativity, resilience, self-motivation and self-management. Again, interconnections among the standards demonstrate how staff enable the development of such qualities in students through the teaching and support they provide. Standard 5: *Professionalism* measures staff success in encouraging these attributes among student teachers. Student teachers have already entered adulthood by the time they enrol and so many of these qualities relate to attitudes and skills which will stand them in good stead, not just as teachers, but also in their personal lives.

Another strand relates to the development of skills in reflection. Student teachers are encouraged to reflect on teaching and learning, in particular the relative success of the strategies they use in the classroom (Standard 3: *Pedagogy*). They identify strengths in their practice on which they can build and areas which they will strive to improve. In particular, student teachers reflect on learners' responses, and how they can aid their progress and contribute to their next steps in learning. Reflection is essential to practice-based learning in which student teachers engage actively in teaching and observe the practice of others while they learn about educational principles, rather than studying the theory and then engaging in a separate period of practice. (Standard 11: *Teaching experiences for student teachers*)

All the skills, qualities and attitudes mentioned so far are integral features of professionalism. In their work in the college or other institution, during their school experience and in their communal lives, student teachers acquire particular competences and expertise. They develop positive supportive attitudes towards their learners and pride in teaching as a profession. In particular, they subscribe to ethical codes of conduct.

Staff in both the institution and the school have important roles in modelling professional attitudes and behaviour for the benefit of student teachers. Commitment to improvement is a key aspect of professionalism. It is also a key theme of the National Standards for Teacher Education.

Using the standards

The standards in NSTE are for use in both internal and external evaluation.

Institutions, working with their TPSs, should use the standards systematically and selectively over time in order to identify strengths on which to build and aspects for improvement. Some aspects for improvement may relate to issues at whole-institution or partnership level. Other aspects may relate to the work of individual departments. Specific targets for improvement will be included in strategic and operational plans.

DIAS inspectors will select groups of standards for use in inspecting, monitoring and reporting on the quality of teacher education and in providing support and challenge to institutions and their TPSs. DIAS will also base its national reports on teacher education on specific standards within NSTE. DIAS reports are used to inform the identification, planning and implementation of national priorities for improving teacher education.

The National Standards for Teacher Education

Area	No	Education Standard
Outcomes	Outcomes for student teachers	
	1.	Learning for life
	2.	Knowledge and understanding
	3.	Pedagogy
	4.	Skills in assessing and supporting children's learning
	5.	Professionalism
	Outcomes for the institution and its teaching practice schools	
6.	Impact of the Teacher Education Partnership	
Processes of teacher education	7.	Creating a learning community
	8.	Curriculum
	9.	Quality of teaching by the institution's staff
	10.	Assessment
	11.	Teaching experiences for student teachers
	12.	Student safety, support and welfare
Leadership	13.	Leadership for learning
	14.	Strategic leadership
	15.	Leading and managing partnerships
	16.	Leading and managing people
	17.	Modelling of professional conduct by staff
	18.	Quality assurance and improvement

Teacher Education Standard 1: Learning for life

This standard evaluates the extent to which student teachers develop transferable skills, qualities and attitudes which will be important for them as teachers and may also be applied in a wide range of other contexts throughout their future lives.

Level of Achievement	Requirements	✓ x
4. Effective Practice	Student teachers: <ol style="list-style-type: none"> 1. demonstrate confidence in questioning and challenging accepted ideas and arriving at their own views. 2. show determination to succeed, cope well in adversity and persevere when things are difficult. 3. demonstrate practical problem-solving skills. 4. show creativity, demonstrate curiosity about the world beyond their own context and enjoy learning beyond the set curriculum. 5. evaluate the quality of their own work against course criteria and seek evaluation by others as appropriate. 	
3. Exceeds Minimum Standards	Student teachers: <ol style="list-style-type: none"> 6. demonstrate well-developed affective skills and the ability to empathise with others and see things from more than one point of view. 7. show that they are adaptable, flexible and prepared to take difficult decisions. 8. show resilience when faced with challenging circumstances. 9. take practical steps to improve in the areas identified through individual reflection, peer discussion and advice from school and staff in their college or other institution. 	
2. Meets Minimum Standards	Student teachers: <ol style="list-style-type: none"> 10. demonstrate patience, confidence and positive attitudes. 11. show that they think through the implications and possible consequences of any decisions they may make. 12. accept personal responsibility for the quality of their work without making excuses or blaming others. 13. demonstrate the skills and qualities necessary for employment in the teaching profession. 14. demonstrate well-developed skills of reflection and awareness of their own strengths and areas for improvement. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

Using Teacher Education Standard 1: Learning for life

This standard is concerned with a wide range of learning which student teachers acquire during the duration of their course and which contributes to their becoming lifelong learners in their personal and professional lives. This learning is exemplified through their actions, behaviour and the qualities they demonstrate on campus and during teaching practice. While they may gain some of that learning through the set curriculum, timetabled classes and school experience, they develop other aspects within a wide range of activities and contexts provided by institutions, Teaching Practice Schools and the local community. Examples may include: active engagement in a Student Council, engaging in or leading clubs and extra-curricular activities in their institution or Teaching Practice School, and providing support to their peers, to the children they teach and as volunteers in the community. Active participation in such activities helps students to develop skills in planning, problem solving and leadership. They develop team-working skills, cultivate positive relationships and learn to be empathetic and responsive to the needs and concerns of others, key aspects of emotional intelligence.

Student teachers need opportunities to develop positive relationships with the other sex as appropriate for their age, while also learning how to protect themselves physically, emotionally and sexually. Students of both sexes need to develop mutually respectful relationships and also demonstrate respect for differences in others. In other words, students should develop and model inclusive attitudes and behaviour and demonstrate tolerance and understanding. Students of both sexes may come under pressure from fellow students or staff to engage in risky behaviours of various kinds. All students need to learn to value themselves, be assertive and withstand pressure both from people they care for and from those on whose approval they may be dependent, for example, staff.

Skills, attitudes and qualities which are essential for employment, particularly as teachers, include time management, patience, organisational skills, reliability, conscientiousness, information skills, personal reflection and the ability to work productively in teams. Information technology (IT) skills are increasingly important. All these attitudes and skills are useful in many aspects of life.

Student teachers encounter various challenges during teaching practice and community life which, if approached in a positive manner, help them become resilient, independent and solution focused. The extent to which student teachers are treated as young adults rather than children, the kind of learning they carry out in lectures and classes and what is expected of them by staff in the institution and school also make them more - or less - autonomous and independent. All activities, whatever their context, should lead to students developing skills in reflection, an ability to accept responsibility, change aspects of their behaviour or performance and become more flexible and adaptable.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Oral/written reports by, or interviews with, academic, guidance and hostel staff in the college or other institution and head teachers and staff in TPSs about the extent to which students are successful in developing broader skills and qualities, supported by examples.
- Personal reflections by student teachers, both orally and within the School Experience Journal (SEJ) and elsewhere. Accounts and examples of experiences which may have helped them develop specific skills, attitudes and qualities.
- Views of the community about the conduct and attitudes of students, their contributions to community life and how they develop in maturity and understanding over time, with examples.
- Interviews about, or written or oral accounts of, achievements in wider activities beyond course work.
- Direct observations of the conduct of student teachers in schools and within institution and community life.
- Examples of student teachers managing with minimal resources, creating their own teaching materials and persevering in challenging circumstances.

Teacher Education Standard 2: Knowledge and understanding

This standard evaluates the extent to which student teachers have acquired the knowledge and developed the understanding they need to meet children’s learning needs.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<p>Student teachers:</p> <ol style="list-style-type: none"> 1. are conversant with national legislation and guidelines and international conventions and charters which set the goals and expectations of education for children in Malawi, and specify the actions required to safeguard their physical, psychological and emotional well-being. 2. have a deep understanding of the content and concepts of the curriculum at the stage they teach, beyond what learners need to know. 3. take an active interest in the subjects and topics they teach and understand how to interest learners. 4. understand the various teaching and learning strategies which they can use to enable every child to learn, and deploy them effectively. 	
3. Exceeds Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 5. know and understand the aims of education in Malawi and how these influence the teaching and support they provide for learners. 6. know and understand how the curriculum at each stage builds on prior learning and provides a firm basis for future learning. 7. know and understand how concepts, topics and themes in different subject or curricular areas are linked, and how to demonstrate this to learners. 8. are aware of, and understand recent developments in educational practice and the implications these have for teaching and learning in specific subject or curriculum areas or at specific stages. 9. understand the social, educational and motivational factors which contribute to learners dropping out of school and what can be done to address these. 	
2. Meets Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 10. have a sound knowledge of their subject and curriculum areas, in relation to the stages they teach. 11. understand how children develop and learn and how to build this awareness into their planning and teaching. 12. are familiar with a range of practical teaching approaches relevant to the subjects and stages they teach, and understand when and how to deploy them to capture children’s interest and help them to take their next steps in learning. 13. understand the main barriers to learning and how these can be addressed within the context in which they work. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

Using Teacher Education Standard 2: Knowledge and understanding

Education Standard 2 is not just about students knowing the content of the taught curriculum, individual programmes, cross-cutting themes or theoretical pedagogical approaches. It is also about understanding them in sufficient depth to be able to adjust their teaching to the developmental and learning needs and interests of the children in their classes and to use that knowledge in practical contexts. They should know both the content and the pedagogical approaches in sufficient depth to understand the difficulties which learners may have in some aspects of learning and how to address these in the way they teach.

The practical application within teaching, assessment and support of what students know and understand is evaluated within Standard 3 *Pedagogy* and Standard 4 *Skills in assessing and supporting children's learning*.

Student teachers carry out their teaching and support activities within the statutory context of legislation such as the Education Act 2013, which sets out the goals for education in Malawi. They should also be aware of the significance for their own practice of national and international laws and conventions on children's rights and child protection, and national advice on good pedagogical and inclusive practice.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Direct observations of the responses of student teachers during lectures, practical demonstrations, laboratory work and within other contexts to gauge the depth and breadth of their knowledge and understanding.
- Direct observations of the extent of students' knowledge and understanding of effective pedagogy, their confidence and mastery of their subject matter and ability to apply what they have learned in various contexts, for example, within peer teaching or micro-teaching, in the demonstration school and during their school experience.
- Examples of the written work, folios and practical artefacts produced by student teachers as part of their course work.
- Discussions with student teachers about the aspects of courses, topics and themes about which they are most confident and those which they have found more challenging.
- Discussions with student teachers about key features of pedagogy at specific phases. Examples could include, at the early stages how to develop pre-reading and pre-writing skills, teach phonics as one approach among many and develop basic skills in mathematics in a way which enables children to understand and not just use mathematical processes. Similarly at other stages, discussions could focus on the content and pedagogical approaches expected and most appropriate in the relevant subject areas.
- Records of internally moderated lesson observations by staff in the institution and partner schools which focus on student teachers' knowledge and understanding of what and how they should teach.
- Records of personal reflections by student teachers, within the School Experience Journal (SEJ) or in other formats.
- Records of internal assessments and student profiles, continuous, formative and summative, which indicate progress in the acquisition of knowledge and development of understanding.
- Performance in externally assessed examinations.
- Reports/feedback from head teachers or mentors.

Teacher Education Standard 3: Pedagogy

This standard evaluates the extent to which student teachers demonstrate expected professional teaching competences.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<p>Student teachers:</p> <ol style="list-style-type: none"> 1. select teaching approaches in response to children’s needs, interests and experiences, and use them flexibly to support learning and cultivate a stimulating environment. 2. deploy effective teaching and learning skills appropriate to learners’ age, stage and needs, including appropriate use of IT. 3. demonstrate creativity, innovation and resourcefulness in preparing and developing teaching approaches and materials. 4. maintain a particular focus on literacy and numeracy across learning contexts. 	
3. Exceeds Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 5. ensure an appropriate pace of learning and manage learning time effectively, taking account of the size of the class and the needs of all the children. 6. use a range of up-to-date and effective teaching methods, including practical demonstration and the use of materials beyond the textbook, to encourage children to participate actively in lessons and work effectively with each other. 7. demonstrate positive relationships with children and well-developed interpersonal skills. 8. show how topics and concepts are linked, including across subject or curriculum areas. 9. plan and deliver well-structured and varied lessons on which they reflect, and which they adapt according to learners’ responses and needs. 	
2. Meets Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 10. demonstrate high standards of literacy and oral communication and use English correctly across all subject areas taught, adjusting word choice and expression to learners’ language competence, as appropriate. 11. help learners make the transition from using only their mother tongue to proficiency in Chichewa and English. 12. explain topics and concepts well and deploy an appropriate range of teaching approaches, including organising meaningful activities and developing and using locally made resources. 13. use different types of questioning to encourage learners to think for themselves and explain their views. 14. reflect on the effectiveness of the teaching approaches they deploy to help children to learn, and adjust their plans and practice in response. 15. deploy a range of positive approaches to managing learners’ behaviour and tackling bullying, to ensure a safe, inclusive and positive learning environment for all. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

Using Teaching Education Standard 3: Pedagogy

Education Standard 3 is about students applying their knowledge of the curriculum and the theory of pedagogy to help children to learn. The development of teaching skills is at least as important as the acquisition of knowledge. However, effective teachers do not apply these skills separately but holistically. Teaching involves flexible use of a range of skills and approaches in response to learners' understanding, progress and interest. Judging whether student teachers have developed the necessary pedagogical skills is best carried out through observation. While it can be useful to review teaching plans, it is the flexibility with which these plans are implemented and the extent to which teaching is adjusted in response to children's progress and needs which matter. 'Responsiveness' is key to identifying appropriate levels of support or challenge for groups or individuals.

This standard is not just about the use of particular teaching methods. It is also about creating a positive environment for learning. Student teachers should have the ability to manage, encourage and support learners, including those who are having difficulty, without recourse to punitive disciplinary methods. Several factors may contribute to inattention and poor behaviour, for example, ineffective teaching methods, failure to address the learning needs of all the children in the class, poor time management and learning activities or resources which do not interest or engage them. Sanctions for poor behaviour should never humiliate learners, be demeaning or undermine their dignity, status or relationships with peers. Rewards for good behaviour should be appropriate and motivating. Routine rewards may lose their value if they are used too frequently. Praise should be earned and given for success in relation to prior achievements, not just to highly performing learners.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Observations to gauge the range and effectiveness of methods deployed and learners' responses.
- Observations of the interpersonal skills of student teachers and the extent to which they develop positive relationships with learners and use their affective skills to engage their interest in learning.
- Reports on, and records of internally moderated lesson observations by institution and school staff, in internal teaching practice (e.g. micro teaching, demonstration school) and school experience.
- Examples of the use of learning resources, locally made and any available IT (e.g. mobile phones, tablet computers or smart boards), to aid learning. Ask both student teachers and learners about frequency and effectiveness. Quality and effective use are more important than mere existence.
- Internal assessment records, profiles and portfolios, including the use of the SEJ for reflection.
- Discussions of the choice and variety of activities and methods used and students' confidence in teaching. The extent to which they implement the teaching approaches learnt in the TE institution even when school staff do not use up-to-date methods.
- Interviews with students about occasions when teaching did not go according to plan, why this was, what they have learnt and what they would do differently next time.
- Interviews/meetings with parents, staff and community members.
- Learners' performance in continuous and end-of-block or term assessments.
- School discipline records. Discussions with student teachers and learners about methods used to manage behaviour, e.g. seating plans, techniques to reduce noise levels, sanctions and rewards.

Level 2 of Standard 3 is supported by these standards in the TTC Management Handbook:

- 72: Student teachers use at least 80% of defined teaching and learning skills.
- 73: Student teachers use at least 80% of methods learned during college-based year.

A similar standard developed by NCHE is:

- 1.5 Learning resources and student support

Teacher Education Standard 4: Skills in assessing and supporting children's learning

This standard evaluates the effectiveness with which student teachers assess learners' strengths and needs, build on these strengths, address the aspects with which they are having difficulty and provide support for their next steps in learning.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<p>Student teachers:</p> <ol style="list-style-type: none"> 1. have high expectations of all learners, including those who receive little support from their families, and enable them to succeed to the best of their abilities. 2. assess and report on the strengths and learning needs of high achievers, those with particular talents and those experiencing significant barriers to learning, and provide individualised support as advised by experienced staff. 3. provide advice to parents on how they might work with the school to support their children's learning, drawing on suggestions from experienced staff. 4. track the performance of learners as indicated by records of summative data and use the information to address any issues of concern relating to the attainment of individual learners, curriculum coverage or teaching methods. 	
3. Exceeds Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 5. report to parents about their children's progress, achievements and needs, orally and/or in writing, using the format required by the school and an appropriate language and style. 6. make appropriate and flexible use of inclusive approaches to enable children to overcome any barriers to learning they may have, and to challenge those who are doing well, working with school staff, parents and community members as necessary. 7. are aware of the physical, emotional and sexual risks faced by many children and take action to protect and safeguard them, seeking and following advice from senior staff as necessary. 8. monitor the progress of all the learners in the class and use that information as a basis for reflecting on the effectiveness of the teaching methods they employ. 	
2. Meets Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 9. make regular, appropriate and effective use of a range of oral and written assessment methods, both formative and summative, and adjust their planning and practice to meet learners' needs more effectively. 10. provide regular and constructive feedback to learners and their parents, and explain how learners can improve their work and build on their prior learning. 11. recognise the signs that may indicate possible disability or special educational needs and seek further advice as necessary in order to address these needs. 12. create a secure and supportive environment for learning. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

Using Teacher Education Standard 4: Skills in assessing and supporting children's learning

Student teachers need to be able to use assessment for a range of purposes: to support learning; to help learners plan their next steps in learning; to inform learners and their parents of their progress; to summarise and report on learners' achievements; and to monitor the effectiveness of their own teaching so that they can adjust both its focus and the methods used, as necessary.

In particular, students should use assessment to help children to learn more effectively. Children learn best when they understand clearly what they are learning and what is expected of them. They need constructive feedback about the quality of their work, and advice on what they can do to make it better. They should understand their next steps. Different children, or groups of children, may have different next steps. They learn at different rates so some achieve success more quickly than others.

This standard focuses on the use of assessment for learning as well as for summative testing and reporting to parents. Continuous assessment means assessment of ongoing classwork, not continuous testing. Its purpose is to support learning and enable teachers to intervene to address any difficulties learners may have as soon as they become apparent. Such assessment also enables teachers to set appropriate challenges for those who are achieving well.

Effective assessment is key to effective teaching and to learners' progress. Student teachers should not just 'mark' exercise books. They should identify key features of learners' performance, give sincere praise for genuinely good work (for that learner, not in relation to the rest of the class) and select a very few areas for improvement. Advice on improvement should be specific and practical.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Observations of oral and written assessment carried out in class.
- Discussions about the progress of the classes taught, the assessment evidence gathered and feedback provided. Ask how students have used this information to adjust their practice and plan for children's next steps in learning.
- Discussions of case studies of individual learners or groups of learners in order to ascertain how well student teachers know children's strengths and learning needs and the appropriateness of the steps they are taking to address these needs. Ask about support for those with special educational needs and how well they are progressing.
- Discussions about what students would do if they became aware that individual learners were at risk in some way. What would you do if...? Does it ever happen that...?
- Discussions with students about how they support learners with particular barriers to learning: not just 'remedial' lessons, but differentiated planning, tasks and support. How well is this going? Also address the same issue in relation to higher achieving or particularly talented learners.
- Reports on, and records of internally moderated observation, evaluation and reporting on the assessment carried out by students, by institutional and school staff.
- Assessment records for learners in the classes taught by student teachers, in order to gauge the effectiveness of the assessment and the use of assessment information to help children progress.

Level 2 of Standard 4 is supported by these standards in the TTC Management Handbook:

- 72: Student teachers use at least 80% of defined teaching and learning skills.
- 73: Student teachers use at least 80% of methods learned during college-based year.

Teacher Education Standard 5: Professionalism

This standard evaluates the extent to which student teachers demonstrate appropriate attitudes and standards of behaviour in their institutions, teaching practice schools and the community.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<p>Student teachers:</p> <ol style="list-style-type: none"> 1. demonstrate high regard for the vision, values and policies of their institution and teaching practice schools by putting them into practice in their daily activities. 2. demonstrate consistently high standards of personal and professional conduct, in their institution and during their school experience. 3. as far as possible, relate to the children for whose learning they are responsible as rounded individuals with particular needs, talents, family circumstances and interests. 4. accept personal responsibility for continuing to learn and developing their professional knowledge and skills. 	
3. Exceeds Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 5. demonstrate an interest in, and commitment to, teaching and a pride in their chosen profession. 6. demonstrate positive attitudes and the competences to manage their professional responsibilities. 7. contribute to the life and work of the school and institution by carrying out their assigned responsibilities to the best of their ability. 8. continuously reflect on the professionalism of their conduct and demeanour and the extent to which they act as positive models for the learners in their care and to fellow students. 	
2. Meets Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> 9. act as role models to their learners, have appropriate relationships with them in line with accepted moral principles. and maintain acceptable standards of professional and personal conduct in their institution, the community and during teaching practice. 10. show respect for all learners, their families and their ethnic, religious, linguistic and cultural communities. 11. fulfil their responsibility to safeguard learners' safety, well-being and human rights. 12. show awareness of, and commitment to, the vision, values and ethos of their institution and their teaching practice schools and to the national goals for education in Malawi. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

Using Teacher Education Standard 5: Professionalism

This standard focuses on the behaviour and competences expected of professional people. In education, professional competences include aspects like preparation and planning, developing a positive learning environment, teaching and assessment and responsibilities associated with the role of a teacher. They include aspects such as a smart appearance, courteous demeanour, reliability, demonstration of the expected skills, ethical conduct and the ability to manage one's own work. Student teachers, like qualified teachers, are expected to prepare their lessons, arrive on time, attend regularly, teach all their timetabled classes and assess learners' work. In addition, effective teachers relate to the 'whole child', enabling them to take account of the various pressures and influences that may affect children's learning.

In addition to these positive features of professionalism, there are negative behaviours which student teachers should avoid. Like teachers, they should not risk learners' safety or harm their learning by being absent from class, displaying violent or threatening physical or emotional behaviour or using cruel or demeaning language. Teachers should have respect for children's rights, including the right to education and to be protected from sexual advances from adults, particularly those like teachers who are in positions of influence and power. Student teachers, like qualified teachers, should combat harmful practices within the community, with the support of senior staff in the school and/or district and community leaders, and never engage in such practices themselves.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Records of attendance and punctuality, expressed as a percentage of the days supposed to be worked.
- Records of lesson observations by institutional and school staff, field observations, accounts of extra-curricular activities or notes in student files.
- Interviews with students about their responsibilities, reflections on their achievements as teachers, and what they see as their next steps in developing their professional skills.
- Discussions with students of case studies of learners for whom they have provided additional support or challenging situations in which they have had to protect learners from harm.
- Interviews with school and institutional staff about the professional conduct of student teachers.
- Oral or written reports from the institution's staff, TPSs and community leaders about the quality of student teachers' interactions and the support and respect they show to others, particularly the vulnerable and those from poor socio-economic backgrounds or with special educational needs or disabilities.
- Records of conduct and misconduct in the institution, school or community or any behaviour which demeans others or threatens their safety, particularly that of women and girls.
- In interviews, familiarity with key national advice such as the *National Goals for Education in Malawi* and the *National Education Standards: Primary and Secondary Education*, as demonstrated in interviews and meetings, and through application within their teaching and other professional activities.
- Implementation in their work of key Articles within the *UN Convention of the Rights of the Child* and the *African Charter on the Rights and Welfare of the Child*, for example, Articles 11, 12, 13, 27 and 31 from the Charter.

Teacher Education Standard 6: Impact of the Teacher Education Partnership³

This standard evaluates the effectiveness of joint working between institution and teaching practice schools and the extent to which together they achieve the aims of the partnership.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. The institution and its partners can demonstrate achievement of their strategic objectives over at least three years. 2. The institution and its partner schools have a positive nationwide reputation. 3. Quantitative data on student outcomes have notably improved or been maintained at a high level. 4. Almost all student teachers enrolled achieve their final qualification. 5. When samples of students are followed up after five years, almost all are found to be still employed in education. 6. The Teacher Education Partnership has built networking, communication and collaboration with other institutions and with local districts into its work and improved the quality and consistency of practice as a result. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 7. Most of the priorities within the annual action plan have been implemented and have had a demonstrably positive impact on the quality of education experienced by student teachers. 8. Trends in quantitative data relating to student outcomes are consistently positive. 9. The institution, its student teachers and staff make a positive contribution to the life and work of partner schools and the local community. 10. The Teacher Education Partnership has had an increasingly positive impact on the quality of teacher education experienced by students and shares examples of successful practice with other institutions. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 11. Almost all student teachers enrolled complete the two-year course. 12. Most students express overall satisfaction with the course and feel safe and well supported in their institution and in the contexts and communities in which they live and learn. 13. Most headteachers and mentors are satisfied with the quality of collaboration with the institution. 14. The institution, its students and partnerships are respected in the local area and their contributions to community life are valued. 15. The Teacher Education Partnership Agreement has been implemented and is supported by regular meetings which result in practical action. 16. Networking with other institutions has resulted in the introduction of new and improved practices which benefit student teachers. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

³ Primary TTCs and TPSs work together within the framework of a Teacher Education Partnership Agreement. Professional partnerships with districts, divisions and other agencies may be less formally defined.

Using Teacher Education Standard 6: Impact of the Teacher Education Partnership

This standard focuses on impact: on whether the action taken by the institution and its partners is effective in achieving their goals. ‘Impact’ should relate to real improvements in the quality of education and training experienced by students and stated in the partnership’s plans.

Standard 6 is an outcome measure directly related to Standard 18: *Quality assurance and improvement*. Evaluating this standard requires analysis of three main kinds of evidence: quantitative or statistical data, stakeholders’ views and direct observation. The TTC Management Handbook and NCHE standards recommend that samples of graduating students should be followed up after a period of time to evaluate long-term impact in terms of retention within education and career success (tracer studies).

The following table of equivalencies has been used in setting the quantitative measures in this standard. It may also be useful when reporting on performance.

Almost all	90%+
Most	75% - 89%
A majority	51% - 74%
Less than half	16%-50%
A few	15% or fewer

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Trends in quantitative data over 3+ years including qualifications, examination results, withdrawals and completion, analysed by gender and other relevant factors.
- Comparisons between the % quantitative data of different institutions of a similar roll and status.
- Views of student teachers and other key stakeholders in focus groups, interviews or surveys.
- Newspaper and other reports recording the contributions made by the institution, its staff, students and partners to education generally and to community and national life.
- Examples presented by the institution, of leaders, staff and/or partners presenting, publishing and networking beyond the institution (in print and through online publications and forums).
- Progress reports on, and reviews of, the implementation and impact of strategic and operational planning, supported by observable and/or measurable evidence.
- Reports on the implementation of the Memorandum of Understanding between TTCs and TPSs. Interviews with the institution’s leaders and headteachers and mentors from schools.

Level 2 of Standard 6 is supported by these standards in the TTC Management Handbook:

- 66: Number of withdrawals - maximum 5% of enrolment at the end of the training course. Reasons are recorded and analysed.
- 67: Examination results (normal distribution of grades) are recorded and analysed.
- 68: At least 75% of student teachers are satisfied with the training course (annual survey).
- 69: At least 80% of teaching practice schools are satisfied with the collaboration.
- 74: Results of tracer studies available.

A similar standard developed by NCHE is:

- 1.7 Public information

Teacher Education Standard 7: Creating a learning community

This standard evaluates the extent to which the institution is successful in developing a culture and environment which values and nurtures lifelong learning.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. Staff encourage students to question and challenge what they are learning, and to present their own views based on individual research and reflection. 2. The institution is successful in promoting, valuing and supporting curiosity, creativity and innovation among students and staff. 3. The institution takes effective steps to make access to information sources as equitable and flexible as possible. 4. Students are taught how to detect bias and prejudice in what they read and research. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 5. Staff encourage students to think for themselves and develop their own ideas. 6. Library and other information sources are available to students and staff when they need them, in the evenings and at weekends. 7. Students and staff make effective use of the information and library services available, both print and online. 8. Staff develop and model an ethos of learning and a reading culture beyond the set curriculum or specific subject areas. 9. Staff take practical steps to help students develop their research skills and to promote autonomy and independence in learning. 10. The institution encourages students to engage and collaborate with others in their learning. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 11. Staff help students to learn how to learn, and teach them practical study skills during orientation and at other times. 12. Staff reflect on, and talk about their own learning, and encourage students to reflect on theirs by providing tasks and materials such as journals which provide a structure for reflection. 13. Students are encouraged to be open to new ideas and to consider familiar issues from unfamiliar perspectives. 14. Information and library services, both print and online, provide staff and students with up-to-date, appropriate and sufficient support to learning. 15. The institution and its partners promote mutual respect and support for learning. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

Using Teacher Education Standard 7: Creating a learning community

This standard is based on the key idea that educational institutions do not just exist to teach students, but to share strategies which help them to learn. In other words, the focus of education has shifted from teaching to learning. The fact that students may be taught does not necessarily mean that they learn, or learn effectively. Institutions and their partners should strive to develop student teachers as autonomous self-motivated learners. Standard 7 and Standard 1: *Learning for life* are therefore closely linked.

The most effective way of helping students to become self-managing committed learners is for the institution's and school staff to present themselves as convincing and genuine models of lifelong learning. Staff do not need to pretend that they know everything. Instead, they share with students the view that everyone is a learner and that they too are learners, as are all those working in education: national and local officials, head teachers and school staff, principals, lecturers and educationists working for other agencies. Staff in institutions and schools model the process of learning for the benefit of student teachers. In turn, student teachers and school staff model the process of learning for learners.

There are several key elements in developing the institution and its partnership as a learning community. The partnership must demonstrate that it values learning even through small things like ensuring the library is open when people want to use it. Staff should share their skills and experience in independent reading and research, including simple things like teaching students how to carry out an effective search on the internet or through print resources, and how to take brief, focused and well-structured notes on what they have read. Learning does not just happen in classrooms and lecture halls. It can take place anywhere through a whole range of experiences. In order to learn effectively, some students may need additional time and support. This is to be provided when they need it. Staff help students reflect on their learning and strive to minimise any barriers to learning. They also reflect on their own learning and on the nature and effectiveness of the support they give to students.

In a learning community, both staff and students share the belief that improving the quality of education is achieved by all the members working together. They do not just learn in or through the institution and its partnership; they learn about it, what it does well and what it needs to improve.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Observation of lessons and other learning experiences, to evaluate: the extent to which lecturers encourage self-motivated learning through well-designed open-ended tasks; and demonstrate that learning is a significant element in their own professional and personal lives.
- Observation of library use and whether users' searches are focused, efficient and effective.
- Interviews with staff and students about how they learn and receive support in developing learning strategies. Ask about topics, books, websites or other resources which have stimulated their interest and contributed to the breadth of their knowledge. What is the most interesting thing they have learned recently, the information source and how and when was it accessed?
- Interviews about the range of IT available to students and staff, both personal and provided by the institution; the main uses of IT and how users distinguish between reliable and unreliable sources of information and between reason and opinion.
- Interviews about how critical skills are cultivated, e.g. through research and collaboration.
- Library rosters, records, and reviews of resources regarding their relevance and appeal, including donated books. Check the range of literature in both local languages and English as evidence of a genuine reading culture and responsiveness to personal tastes.
- Minutes of meetings which indicate that learning informs decision making.
- Reports/feedback from head teachers or mentors.

Teacher Education Standard 8: Curriculum

This standard evaluates the extent to which the institution is successful in developing a culture and environment which values and nurtures lifelong learning.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> The curriculum provides scope for learning in a wide range of contexts, studying some elements in depth and identifying linkages between them. Students experience a practice-based curriculum, in which they apply the teaching methods they have learnt within the context of the content they are to deliver. The balance and timing of key curriculum elements, including teaching experience, are carefully planned and monitored to avoid overload and provide enough time for reflection. Staff are positively encouraged to review, refresh and develop courses, programmes and methodology, and to try new and innovative approaches. Best practices in developing and delivering the curriculum are shared with other institutions. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> Courses and programmes provide an appropriate blend of theory and practice, including learning through the use of IT, as appropriate. Courses and programmes are periodically revised to ensure that the curriculum in the institution relates to the curriculum in schools. Students become familiar with the causes of poor achievement in schools and how to counter them using the methods available to them within their current context. Students frequently reflect on the learning and teaching which they have experienced themselves and observed in their own and others' lessons, with a view to identifying key features, strengths and aspects for improvement. Through the curriculum they deliver, the institution and its partner schools promote the view that all children can learn and progress, although at differing rates, and that teaching should be supportive and assessment constructive. 	
2. Meets Minimum Standards	<p>Student teachers:</p> <ol style="list-style-type: none"> experience a broad curriculum based on current national curriculum guidelines. become familiar with, and practise a range of methodologies responsive to learners' interests, needs and stages of development and designed to engage, motivate and support. learn, observe and practise positive and effective strategies for managing behaviour and including all children in learning. become familiar with children's rights under international conventions and reflect on how these rights should influence the way they teach. receive support to improve their communication skills, including oral and written English and relevant local language. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

Using Teacher Education Standard 8: Curriculum

This standard relates in particular to the curriculum as **experienced by students**, not just what is set down in formal documentation or what is supposed to be provided. The curriculum comprises what students learn over the duration of their course in a range of contexts: within courses, during school experience and in wider activities. The ‘hidden’ curriculum is particularly important in preparing students for future employment and independent living. It helps them to develop problem solving skills and qualities such as resilience and empathy, requirements of Standard 1: *Learning for life*.

Documentation outlining the set curriculum is of minimal value on its own as evidence. The curriculum students actually experience may be affected by staff absence and imbalance caused by various factors such as staff preference for particular topics and the availability of resources.

The curriculum for teacher education differs from that in primary and secondary schools. It combines practical training with content-based education. ‘Content’ relates to pedagogy as well as ‘knowledge’. Students learn about learning, about teaching strategies and about applying strategies within specific subject areas. They then practise them in the field.

Knowledge about education continually changes as a result of research and evaluation. Student teachers should be aware that the content of their ITE course soon becomes out of date. They should therefore aim to continue learning from their own experience of teaching and from further study.

Finally, the curriculum relates to the goals of education in Malawi and to the kind of learner which teachers aim to develop. These goals are underpinned by formal agreements on safeguarding the rights of children to education and care, such as Articles in the *UN Convention on the Rights of the Child* and the *African Charter on the Rights and Welfare of the Child (1999)*. Articles 11, 12, 13, 27 and 31 in the Charter focus on reducing drop out; supporting girls’ education; safeguarding the safety of children from exploitation, abuse and neglect; extra-curricular activities; and inclusive approaches to supporting the education and promoting the self-reliance of children with special educational needs. Courses or cross-cutting themes should enable students to reflect on their own responsibilities for safeguarding children.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- The findings of end-of-course or end of-topic surveys of students’ views and reviews by staff.
- Analysis of the institution’s timetable, including timing of teaching practice, to check breadth of curriculum coverage and time allocated to specific elements to ensure sufficient depth.
- Interviews with staff about new and innovative elements in courses and programmes, including how they are being monitored.
- Interviews with students about the range of courses, subjects, themes and topics which they experience, how effectively these are delivered and what they have learnt.
- Review of staff attendance, records of work and student portfolios to check actual curriculum coverage.

Level 2 of Standard 8 is supported by these standards in the TTC Management Handbook:

- 3: Curriculum for the Teacher Training Programme is operational.
- 4: Teacher Training Programme Handbook available for each student and lecturer.
- 42: Curriculum with all learning areas completely delivered according to the programme.
- 43: Timetable comprises 30 study hours per week.
- 50: Cross-cutting issues (Health and Nutrition, Gender Responsive Pedagogy and HIV Mainstreaming) and concepts included in the curriculum.
- 51: A range of extra-curricular activities is offered to the student.
- 60: Curriculum fully available, with syllabuses in all Learning Areas.

A similar standard developed by NCHC is:

- 1.2 Approval, monitoring and periodic review of programmes and awards

Teacher Education Standard 9: Quality of teaching by the institution's staff

This standard evaluates the extent to which the teaching methodology used by staff provides student teachers with positive models and enables them to learn effectively.

Level of Achievement	Requirements	✓ x
4. Effective Practice	Staff: <ol style="list-style-type: none"> 1. develop and model new and imaginative approaches to teaching and learning, including development and use of resources. 2. develop students' investigative and research skills by setting well-designed tasks with clear targets and deadlines, using online resources as appropriate. 3. have effective interpersonal skills which include providing praise where it is due and building students' confidence in their learning. 4. develop students' higher-order thinking skills through asking questions which stimulate thought and provide an appropriate level of intellectual challenge. 	
3. Exceeds Minimum Standards	Staff: <ol style="list-style-type: none"> 5. plan for classes and assignments carefully and in good time, and are flexible in responding to the learning needs and progress of their students. 6. take practical steps to support transition from school or prior experience to the institution, including helping students to develop study skills and skills for independent learning. 7. reflect on their own teaching as an integral aspect of their own practice, in order to help students to think about and reflect on teaching as a process. 8. link their teaching to what happens in schools, using resources such as film, audio recording and other technology, as appropriate. 9. promote critical thinking by encouraging students to analyse, evaluate, synthesise and apply what they are learning, with the aim of becoming independent self-motivated learners. 	
2. Meets Minimum Standards	Staff: <ol style="list-style-type: none"> 10. are knowledgeable about the overall curriculum and the subject areas they teach. 11. have had practical experience teaching classes at the developmental stage or in the sector about which they lecture. 12. plan, use and model a variety of appropriate teaching methods which encourage active learning and participation. 13. deliver courses effectively, deploying a range of methodology matched to the topic, students' needs and the stages they will teach, including locally made resources, practical demonstrations and use of IT as appropriate. 14. ensure that students are aware of, and understand the learning outcomes expected. 15. explain topics well and provide appropriate exemplification, support and questioning to encourage student teachers to think for themselves. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

Using Teacher Education Standard 9: Quality of teaching by the institution's staff

This standard relates to the effectiveness with which lecturers deploy their knowledge, understanding and skills to help student teachers to learn and to become effective practitioners themselves. In particular, it focuses on the strategies they use to develop independence and higher-order thinking skills among students so that they become self-motivated and self-disciplined learners. Staff should model and exemplify the skills which they want student teachers themselves to develop. How students are taught will influence the kinds of teachers they become.

Lecturers do not just teach subjects to students. They also introduce them to the phase- and stage- related pedagogy which students themselves will use in schools. The most effective way of doing this is through demonstration within their own teaching and also through the judicious use of carefully selected exemplars to stimulate discussion and reflection on teaching as a process. Ideally, lecturers should have had practical experience in teaching learners at the relevant stage or phase, either in substantive posts or through other classroom experiences.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Records and observation of the methods used to develop the communication skills of student teachers, including different types of reading and writing skills and skills in structured oral presentation.
- Records and observation of the range and use of teaching methods deployed by staff, for example: project work; studies of the learning experiences of individual children; role play; field trips; discussion and critique of illustrative materials and teaching practice in a range of contexts; guided reading; and independent research.
- Peer observations by colleagues of lectures, practical classes, fieldwork and other learning experiences, for mutual advice, support and collaboration.
- Class observations carried out by senior staff at departmental or institutional level, focusing on the quality and range of questioning, group activities, independent study and laboratory work as appropriate, with indications of strengths and areas for improvement.
- Students' oral or written reviews of the range and quality of resources and teaching methods used and of their effectiveness.
- Case studies of the introduction of new approaches, particularly any innovative methods: what went well and what requires further development.
- Lecturers' lesson plans and schemes, supported by practical evidence of the effectiveness with which they were implemented, gathered from students' work, interviews or other sources.
- Students' progress in learning relative to the learning outcomes expected, as indicated in assessment records, discussions and interviews with staff and students.
- Percentage pass rates in examinations, both internal and external.

Level 2 of Standard 9 is supported by these standards in the TTC Management Handbook:

- 41: Quality Standards of the Teaching Process set and applied.
- 44: Key teaching and learning procedures are defined and in place: timetabling, continuous assessment, teaching practice, supervision.
- 63: Teaching and learning skills defined.
- 64: 100% lessons carried out.

Teacher Education Standard 10: Assessment

This standard evaluates the extent to which assessment and feedback are used by the institution and its partner schools to help student teachers to identify their strengths and needs and plan for improvement.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. The strengths and needs of student teachers are ascertained on their entering the institution and periodically thereafter, in order to build on prior learning and provide additional support as necessary. 2. Staff are familiar with the signs which indicate that individual students may have specific barriers to learning or disabilities, and take steps to address them. 3. Staff with specific knowledge and expertise in special educational needs and less common barriers to learning work with their colleagues to model the best up-to-date practice in addressing these factors among the student body. 4. Departmental heads compare the performance of different classes and discuss with their colleagues how to improve consistency of teaching and support to students. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 5. Students' skills are assessed across a wide range of tasks, including practical, collaborative and investigative activities. 6. Staff in both the institution and schools model good practice in deploying approaches to peer- and self-assessment. 7. Staff make available and explain to students the criteria by which their work is assessed and support them in monitoring and reflecting on their own progress, within the taught curriculum and during teaching practice. 8. Departments monitor and track students' progress and attainment, identify any individual needs or barriers to learning, provide feedback and give additional support if students' work does not meet the standards required. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 9. Staff provide constructive oral and written feedback which builds students' confidence and increases their awareness and understanding of their own strengths and learning needs. 10. Regular internal moderation of formative and summative assessment promotes consistency, equity and fairness. 11. Staff demonstrate integrity in making clear and fair judgements of the work and progress of student teachers. 12. Staff in the institution and schools know their students well and provide and deploy appropriate learning resources in response to any additional support needs identified. 13. Departments use a range of oral and written approaches to assessing students' progress and attainment, which are aligned with the curriculum and matched to subject, topic and stage. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

Using Teacher Education Standard 10: Assessment

This standard evaluates the effectiveness with which students' learning is assessed and supported. Formative, summative, peer-assessment and self-assessment are based on agreed criteria. Assessment of practical teaching skills is competence based. Formative assessment helps students to identify their strengths and aspects for improvement. When staff identify hitherto unrecognised barriers to learning or special educational needs they agree with students the steps required to address them and any support needed. Students learn how to use formative assessment by engaging in it during their school experience. Criteria for institution-based learning and for observation and assessment of teaching practice should be transparent and shared with students through explanation and exemplification. Students cannot improve their practice if they are unaware of, or do not understand, the criteria by which it is judged or the competences they should demonstrate.

Departments should undertake internal moderation using examples of students' work, direct observation or filmed exemplars. During moderation, staff agree and set standards of performance in relation to assessment criteria. They identify key features of practice and performance relating to each criterion. They use examples of practice at each level as benchmarks when assessing the work of the full cohort of students. The institution's staff agree with mentors and head teachers how criteria relating to classroom observation should be interpreted and applied, to ensure consistency.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Ongoing records which indicate the range, purpose and outcomes of assessment, and include formative, summative, qualitative and quantitative data. Notes should include observations and reflections by institutional and school staff, and also those of students, as well as summative grades. Peer-assessment and self-assessment should relate to clear learning outcomes.
- Interviews with students about the helpfulness and constructiveness of feedback by institutional and school staff and the effectiveness of any support provided.
- Discussions with staff on how they track students' progress in the taught curriculum, in practical activities and during teaching practice.
- Observations of teaching practice by institutional and school staff, whether they avoid formulaic approaches and rigid expectations and include qualitative assessments of students' practical teaching skills. Comments should be accurate, balanced and carefully crafted and note the impact of students' teaching on the learning of the children in their classes.
- Observation of the effectiveness of oral feedback to students during teaching practice, whether it builds confidence, recognises strengths and recommends a few clear practical improvements.
- Records of internal and external moderation and examination reports by MANEB.
- Interviews with students and staff about their perceptions of the fairness and transparency of formal assessment methods, particularly for high-stakes examinations and certification. Staff should not be perceived as giving in to pressure or adjusting grades in exchange for favours or inducements. Interview senior staff about how they prevent this happening or respond if or when it has. Use a case study approach: What would you do if...? Does it ever happen that...?

Level 2 of Standard 10 is supported by these standards in the TTC Management Handbook:

- 41: Quality Standards of the Teaching Process set and applied.
- 44: Key teaching and learning procedures are defined and in place: timetabling, continuous assessment, teaching practice, supervisions.
- 61: Assessment framework in place and transparent.
- 62: Continuous assessment defined and carried out.
- 65: At least three Supervision and Assessment visits in the School Experience Year.

A similar standard developed by NCHE is:

- 1.3 Assessment of students

Teacher Education Standard 11: Teaching experiences for student teachers

This standard evaluates the extent to which student teachers have access to a variety of opportunities to teach and to observe others teaching, both internally and externally provided, which develop their professional skills and prepare them effectively for future employment.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. Preparation for, and management and assessment of teaching practice are explicitly designed to increase students' confidence, motivation, practical skills and commitment. 2. Staff remain in contact with students during their school experience and resolve any problems as soon as possible. 3. Student teachers have various opportunities to observe and reflect on teaching, including use of IT and filmed case studies. 4. Effective organisation of teaching practice maximises its impact on the development of students' professional and reflective skills. 5. Student teachers receive at least two graded supervision visits during the year, with further visits as necessary to provide support for those students who need it. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 6. During school experience, students apply what they have learnt and practised during institution-based teaching practice, and reflect on how they should build on and adjust the methods used in response to children's learning needs and interests. 7. Student teachers receive effective mentoring and support from head teachers, mentors and other teaching staff. 8. Resources for supervision visits are used efficiently so that students receive support when they need it. 9. Students receive effective personal support from institutional and school staff, their peers and the host community. 10. Partner schools treat teaching practice placements as school-based study and provide students with enough time to carry out the necessary activities. 11. During school experience, students observe teaching by skilled and experienced qualified teachers, as a model for their own. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 12. Before their school experience, student teachers observe, engage in and reflect on a wide range of teaching, including their own experiences of being taught. 13. Institutions have a programme for micro-teaching that provides at least two opportunities for internal teaching practice. 14. During their school experience, students engage in planning, reflection and self-evaluation and peer-evaluation, and receive effective feedback and support from their mentors. 15. Staff in partner schools receive effective training in monitoring, mentoring and supporting student teachers. 16. Joint working by school and institution has resulted in appropriate placements, safe living environments, shared expectations and positive teaching experiences. 17. The institution takes disciplinary action in response to any sexual exploitation by students of learners in school or the community. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

Using Teacher Education Standard 11: Teaching experiences for student teachers

This standard deals with a critical element of teacher education. The success of teaching practice depends principally on the quality of partnership among the key stakeholders: the institution, the teaching practice school, the head teacher and mentor and student teachers themselves. All partners have active roles in making sure that teaching practice proves to be a positive experience for student teachers and that students put into practice the pedagogical knowledge and skills and professional attitudes and qualities, which they have developed during their course so far.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Records and interviews about the training provided for mentors and headteachers, what it comprises, how effective it has been and how often it is carried out.
- Records indicating the range of opportunities for student teachers to observe, study, critique and learn from teaching carried out by others, for example experienced teachers, lecturers and fellow students. Examples could include: varied approaches to internal teaching practice, team teaching alongside an experienced teacher or a fellow student, filmed or written case studies, reflections on their personal experiences as learners, micro-teaching, teaching in demonstration schools, peer observation, coaching and joint planning. Students should also have opportunities to observe and reflect on the practice of others during their school experience.
- Interviews with students about the effectiveness of their induction, including: explanations of their own roles in contributing actively to teaching experience and how they will be supported; the various opportunities they have had for observation and practice; what they have learnt from these experiences; and the quality of feedback received.
- School and college staff may also be asked about their own perspectives of teaching practice, their responsibilities and the effectiveness of support for students, particularly when they are having difficulties, whether in relation to teaching or their lives in the community.
- Reports by, and interviews with school and college or faculty staff about their interactions with student teachers. School experience should include opportunities for experienced staff to demonstrate their practice and act as models, provide coaching and tutoring and give feedback. Discuss how they respond when a student's lesson has gone wrong and more generally.
- Supervision records, particular the quality of comments, conclusions and overall recording. Interviews about how staff engage with students after they have observed them teaching.
- Records and interviews about those occasions when the institution has acted to protect student teachers who experience unwelcome sexual advances from, or physical or emotional bullying by school staff, community members or fellow students while on teaching practice.

Level 2 of Standard 11 is supported by these standards in the TTC Management Handbook:

- 15: Demonstration school available within a reasonable distance.
- 44: Key teaching and learning procedures are defined and in place: timetabling, continuous assessment, teaching practice, supervisions.
- 49: Internal teaching practice - at least one lesson per student during 1st year.
- 65: At least three Supervision and Assessment visits in the School Experience Year carried out.

Teacher Education Standard 12: Student safety, support and welfare

This standard evaluates the effectiveness of the steps taken by the institution and its partner schools to ensure that student teachers learn and live in safe, secure and supportive environments.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. The institution has developed and implemented effective approaches for minimising hardship among students. 2. Systems for peer support are proving successful in providing personal support to students. 3. The institution has implemented a Code of Practice for safe use of the internet by staff and students. 4. The institution has implemented a policy on, and procedures for combating sexual harassment, exploitation and bullying. 5. The institution has implemented effective strategies for developing the confidence and assertiveness of female students, to help them withstand unwelcome sexual advances or community pressures to curtail their rights to education. 6. The institution has improved safety and security by developing positive relationships with the community. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 7. Methods for gathering and responding to the views of student teachers through Student Councils or similar, are effective. 8. Student teachers are confident that guidance and counselling and student advisory services provide them with the help they need when they need it, and do not share confidential information without their consent. 9. The institution uses effective strategies to combat the spread of sexually transmitted diseases and to provide support for those students who have received such a diagnosis. 10. The institution and partner schools recognise that many students need support in making the transition from school and home, and help them to develop skills for independent living. 11. The institution prepares students for teaching practice using case studies and other reflective methods, to help them cope with living in unfamiliar environments and develop appropriate relationships with teachers and the community. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 12. Students and staff know what to do in case of emergencies. 13. The institution takes steps to ensure that all areas of the campus provide a safe environment for students and staff. 14. The institution provides effective medical support for both residential and non-residential students. 15. The institution provides appropriate support and advice for students at risk of withdrawing for personal, financial or other reasons. 16. The institution and partner schools demonstrate zero tolerance for bullying or sexual exploitation and harassment of students by staff, peers or community members and take firm action, using formal procedures as necessary. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

Using Teacher Education Standard 12: Student safety, support and welfare

In this standard, the term ‘safety’ has broad connotations. It is NOT about the safety of buildings, facilities and sanitation, aspects covered in the TTC Management Handbook Chapter 9. Safety in the context of this standard is about support for personal safety: psychological safety, safety from sexual exploitation, emergency procedures, medical care and support for psychological and other stress.

Some of the risks students face relate to the relative freedoms of institutional life compared with school, risks associated, perhaps, with alcohol and substance abuse or unwise relationships. Students are already adults. The language and concepts of childhood such as ‘rules’, ‘punishment’ and ‘discipline’ are therefore inappropriate. The aim is to encourage self-discipline and positive behaviour, adherence to codes of conduct with minimal use of sanctions. Standard 1 *Learning for Life* includes references to self-management and independence, concepts incompatible with authoritarianism and demeaning punishments.

Internet safety is a relatively new aspect of communal life which institutions and schools must address. As some students and staff acquire smartphones, access to violent or sexually explicit websites may become more common. They may also come across websites expressing strong views which students do not yet have the skills or experience to detect as partial, biased or prejudiced, and instead may accept as reliable. Student teachers should be made aware that photographs can easily be manipulated. Camera phones make it possible to take and circulate photographs and movies without consent. Institutions should develop *Codes of Practice* which set out the opportunities and constraints relating to personal internet access. Both staff and students should be expected to adhere to the Code.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Documentation (e.g. posters, policies) specifying action in case of emergencies such as fire, flood or earthquake, together with evidence (e.g. calendar, training programme, interviews) that students and staff have received training and genuinely know what to do.
- Records and interviews about community or campus safety, codes of conduct, sanctions and security methods, effectiveness of procedures for dealing with theft or physical threats.
- Code of Practice for safe use of the Internet: website access, circulation of images and cyber-bullying, with evidence of training and that people genuinely know what to do.
- Policy on, and procedures for combating sexual exploitation, bullying etc. Training for community, institutional and school staff and students. Records of action taken, involving the police if appropriate. Interviews using case studies, supported by evidence. What would you do if...?
- Interviews about the extent of support for vulnerable students, including aspects such as bursaries and personal support for those lacking in confidence about independent living.
- Minutes of Student Council or similar indicating action taken in response to issues raised.
- Visits to medical facilities, e.g. sick bay, checks on first aid kits. Interviews about referrals and transport to health centres. Records and discussion of case studies. What would you do if...?

Level 2 of Standard 12 is supported by these standards in the TTC Management Handbook:

- 5: HIV Policy and HIV Workplace Programme are in place.
- 6: Gender policy and guidelines in place.
- 39: Staff and student welfare procedures in place.
- 52: Student orientation timetable available and all students know the facilities on campus after the first week.
- 57: Students Council is in place.

Teacher Education Standard 13: Leadership for learning

This standard evaluates the extent to which the institution, its partner schools and its leaders⁴ focus on learning and together provide the conditions in which learning flourishes.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. Leaders take steps to develop the Teacher Education Partnership as a community of professionals which focuses explicitly on learning in the broadest contexts. 2. Leaders at all levels within the institution, both staff and students, demonstrate and model effective learning practices. 3. The partnership strives to develop a culture in which students feel able and confident to take on lead roles in learning within and beyond the class context. 4. The partnership promotes awareness among staff and students of current educational thinking and national and international research. 5. Leaders make appropriate use of financial, human and other resources to promote the role of the institution-school partnership as a learning community. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 6. Staff and students are enabled to develop competences which help them to access information from a variety of sources. 7. Leaders promote a conducive environment for learning, in which staff and students are encouraged to extend their understanding of the world beyond the institution as well as of the set curriculum, and develop their personal and professional perspectives on a range of issues in education and current affairs. 8. Members of the partnership accept their personal responsibility for pursuing their own professional learning. 9. The partnership promotes a continuing focus on how people learn and on the craft of teaching. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 10. Leaders at all levels demonstrate an interest in and love of learning, and nurture these qualities in others. 11. Staff and students discuss what is meant by ‘learning’ and in particular ‘effective learning’, with the aim of developing a shared understanding. 12. Staff demonstrate a collective commitment to enabling all students to achieve success in learning. 13. Leaders take practical steps to promote developments in learning across the partnership. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

⁴ In this context, the term ‘leaders’ refers to senior managers of institutions and schools and those members of the partnership at all levels who are committed to, and take an active role in nurturing, supporting and sharing learning. In some contexts, it may also relate to student teachers.

Using Teacher Education Standard 13: Leadership for learning

This standard is closely linked with Standard 7 *Creating a learning community* and Standard 1 *Learning for life*. All three standards present a broad concept of learning practised in a variety of contexts and by all staff and students in the partnership. This ambitious aim gets to the heart of what education is about. Learning should be the central activity of every institution and partner school, not just in terms of people acquiring information but also of them broadening and deepening their understanding and developing the interest and ability to carry on learning independently. Real learners are self-starters. Discussions with student teachers about learning should focus on how they themselves learn and how they can help children to learn.

This standard is therefore about all staff and students being valued and empowered, and contributing to the development of a culture where learning is respected. It is about developing the educational leaders of the future. It is about building on the skills and talents of all staff and students in order to nurture leadership capacity across the partnership as a whole. While the faculty head, principal and head teacher are ultimately accountable for the learning within their institutions, each member of staff and student should have a personal commitment to learning and to their own personal and professional development. Professionalism is based on personal responsibility for achieving quality, confidence to take the initiative and high aspirations. As individuals take forward their own career-long professional learning, so the collaborative partnership develops a shared understanding of educational standards, pedagogy, assessment and improving outcomes for learners.

Continuing professional development (CPD) includes a wide range of activities such as coaching, mentoring, personal study and online research. Such activities require personal commitment and engagement, leading to retention and links being made with practical contexts. Coaching and mentoring enable learning to take place in context, and when it is needed and relevant. Training courses often have limited success in developing people's thinking and practice. Sometimes those who attend are not those who are expected to implement the development. Often the messages and resources are not shared widely enough, or at all.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Interviews with senior leaders and staff about the steps they take to create a learning culture in the institution and the broader partnership. Ask what roles individuals (students as well as staff) have in leading learning and how the institution or school encourages them to use their skills and talents to develop the understanding of their colleagues.
- Discussions about how the institution is using the CPD Framework (once published) to support professional learning and build leadership capacity.
- Records of CPD and the impact of learning in broader contexts than the academic curriculum, for example in extra-curricular activities and service to the community. CPD documentation across the partnership indicating the extent to which members share their learning rather relying on outside courses and workshops. Minutes of institutional, school and departmental staff meetings recording discussions of educational issues and the action agreed and taken. Records of institution-school meetings and discussions in which learning is shared.
- Progress reports on improvements plans indicating how staff have applied their learning from CPD and made practical improvements to their teaching.
- Interviews with staff and students about their individual learning through reading print and online publications. The extent of training in the use of IT, in carrying out personal study and research and in recording notes on what they have found.
- Interviews with senior leaders about the steps taken to ensure that student teachers develop a broad range of skills, qualities and attitudes which will stand them in good stead both in employment as teachers and more generally in their future lives.

Teacher Education Standard 14: Strategic leadership

This standard evaluates the extent to which the institution and its partner schools have a shared vision and direction which guide their activities across all contexts.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. The institution and its partner schools have developed a shared vision of what the Teacher Education Partnership⁵ aims to achieve for students and, ultimately, for learners in schools. 2. Institutional and school leaders⁶ ensure that the vision of the partnership is reflected in its work, in strategic planning and in the way they exercise their leadership responsibilities. 3. Strategic planning is based on analysis of reliable comprehensive data. 4. Strategic planning has had a demonstrable impact on improvements at departmental and institutional levels. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 5. The vision, values and mission of the institution and its partners focus on developing the Partnership as a learning community, and on the achievement of positive outcomes for student teachers. 6. The vision, values and mission genuinely inform and influence the work of the institution, its staff and its partners 7. Key stakeholders⁷ have been involved in developing the partnership's vision, values and mission and in identifying strengths and areas for improvement. 8. Operational planning is clear and concise, indicates key responsibilities, timescales, resources and deadlines, and records how progress is monitored. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 9. The institution has a Charter or equivalent, which sets out its strategic vision, values and mission. 10. The institution has analysed its strengths and areas for improvement and developed an annual action plan with specific measurable targets. 11. The institution monitors and records its progress in implementing its action plan. 12. Key stakeholders are involved in developing strategies for implementing new policies and practices within the institution and its partnerships. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

⁵ This standard is also relevant to the work of those institutions of teacher education which do not have a formal Partnership Agreement with their teaching practice schools. Such institutions still need to evaluate the quality and impact of joint working with other institutions and bodies.

⁶ In this context, the term 'leaders' refers to all staff with posts of responsibility at institutional or departmental level.

⁷ Key stakeholders may include student teachers, members of staff, partner schools, districts, divisions and other agencies, depending on the specific development.

Using Teacher Education Standard 14: Strategic leadership

This standard focuses on the extent to which the institution and its teaching practice schools are genuinely committed to improving the quality of service they provide to student teachers. The vision of the institution, its partner schools and the partnership as a whole should be based on shared values and a common understanding of what constitutes effective teacher education and how this can be achieved. The vision is informed by the National Goals for Education in Malawi and current developments in teacher education. The vision is not simply a written statement: it should genuinely influence the way stakeholders relate to each other, how they prioritise their work and the improvements they make. Strategic and other plans are practical evidence-based approaches to managing the process of change. Change should be within the capacity of staff to achieve while also resulting in observable impact on the education experienced by student teachers.

This standard builds on the collection and analysis of data outlined in Standard 18 *Quality assurance and improvement*. Reliable comprehensive data is essential for the selection of improvement targets that focus on areas of weakness. The impact of strategic leadership on the quality of teacher education provided is measured within Standard 6 *Impact of the Teacher Education Partnership*.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Direct observation of improvements which have been made through the strategic and operational planning processes, and interviews with key stakeholders about their involvement and responsibilities.
- Observation of the ethos and climate for learning within the institution and its partner schools.
- Interviews with leaders and stakeholders about how the vision was arrived at, how people were involved and how it has influenced the work of the institution and its partners.
- Discussions with leaders about the evidence on which they have drawn during the processes of strategic and operational planning.
- Discussions with stakeholders about the opportunities they have had to improve their own pedagogical practice within the structure of the overall plan.
- The institution's Charter, vision statement and other key policy documentation.
- Strategic and operational plans including evidence of progress and impact.
- Records of consultations with stakeholders.
- Minutes of meetings at which the vision, values and strategic and operational planning have been discussed and their impact evaluated.

Level 2 of Standard 14 is supported by these standards in the TTC Management Handbook:

- 1: The College has a College Charter stating the Mission, Vision, Core Values and Strategic Objectives of the TTC.
- 70: Annual Action Plans are available and at least 80% of the activities are carried out.
- 71: Annual reports from Committees and Departments are available.

Teacher Education Standard 15: Leading and managing partnerships⁸

This standard evaluates the extent to which leadership and management of the Teacher Education Partnership (or similar collaborative arrangements) has been successful in achieving positive outcomes for student teachers and providing mutual support for the partners.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. The Teacher Education Partnership⁹ has developed a shared culture, philosophy and expectations of teacher education, which inform all aspects of its work. 2. The institution involves its partners in identifying improvements to joint working and the overall student experience. 3. Joint action is taken by the institution and local district or division to promote consistency in practice based on agreed methodology. 4. The institution has positive links with the local community and engages in joint activities in response to local needs. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 5. Monitoring, evaluation and review of the impact of the Teacher Education Partnership is built into key management processes. 6. The institution has discussed and agreed expected teaching methodology with districts and/or divisions, to improve consistency. 7. The institution has effective systems of communication with districts and partner schools, including circulation of key decisions, guidelines and policies. 8. Networking with other institutions focuses on sharing good or innovative practice, in order to improve the quality of education which student teachers experience. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 9. A Partnership Agreement or similar arrangement is in place between the institution and each school with which it works. 10. Most aspects of the Partnership Agreement with each school have been implemented and plans drawn up to address the remaining aspects. 11. The Teaching Practice Committee at institutional level meets regularly and has a direct impact on the organisation and quality of teaching practice experienced by student teachers. 12. Regular consultation and communication between the institution, its partner schools and the district results in practical and positive outcomes. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

⁸ TTCs and partner schools work together within the framework of a Teacher Education Partnership Agreement. Professional partnerships with districts, divisions and other agencies may be less formally defined.

⁹ This standard is also relevant to the work of those institutions of teacher education which do not have a formal Partnership Agreement with their teaching practice schools. Such institutions still need to evaluate the quality and impact of joint working with other institutions and bodies.

Using Teacher Education Standard 15: Leading and managing partnerships

This standard focuses on the importance of strong partnerships in developing the skills of student teachers and improving the outcomes they achieve by the end of their course. Effective partnerships also underpin improvements at institutional level. The key mechanism underpinning joint working by TTCs and their teaching practice schools is the formal Partnership Agreement which is the basis of the Teacher Education Partnership. This agreement specifies procedures and aspects of joint working.

Other partnerships, for example with districts or divisions or with other institutions, are not as formally defined. However, they are still important in ensuring consistency in practice between institutions and schools, and minimising discrepancies and conflicting methodologies. Such inconsistencies have the potential to undermine the work of student teachers and reduce their confidence. The basis of all partnerships is mutual trust and respect for the particular perspectives and contribution of each partner. The effectiveness of the Teacher Education Partnerships is evaluated using Standard 6 *The impact of the Teacher Education Partnership*.

Although university faculties of education may not currently have formal partnership agreements with their teaching practice schools, their collaborative arrangements still need to be monitored, reviewed and developed in response to the needs of student teachers and of the system as a whole.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Records of decisions and actions, minutes of meetings and action taken.
- Interviews and meetings with staff from the respective institutions about joint activities and their outcomes. Interviews with students about the impact of such collaboration on their work.
- Strategic and operational plans which provide evidence of progress and impact.
- Examples of communication and consultation, and their outcomes.
- Interviews about the extent and evidence of implementation of the Partnership Agreement.
- Minutes and other records of the work of the Teaching Practice Committee, with particular reference to decisions made and action taken.
- Minutes and other records of the work of meetings with other partners, with particular reference to decisions made and action taken.

Level 2 of Standard 15 is supported by these standards in the TTC Management Handbook:

- 54: Partnership Agreement with all Teaching Practice Schools signed and followed.
- 68: At least 75% of the student teachers are satisfied with the course.
- 69: At least 80% of Teaching Practice Schools are satisfied with the collaboration.

Teacher Education Standard 16: Leading and managing people

This standard evaluates the extent to which leaders¹⁰ are successful in inspiring and motivating staff and students, and in encouraging them to participate actively in the life and work of the partnership.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. Leadership skills are systematically developed at all levels, including among students, together with opportunities to exercise these skills. 2. Staff feel valued by senior managers and are confident that they can approach them, discuss any issues which concern them and receive appropriate support. 3. Active support for creativity, action research, practitioner enquiry and innovation has had a demonstrable impact on the learning and achievements of student teachers and staff and on the overall quality of teacher education provided. 4. Continuing professional development has had an observable and positive impact on the quality of work carried out by staff. 5. Implementation of a system for career review has been effective in recognising individual strengths and identifying targets for personal development. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 6. Action taken to promote teamwork and collaboration has been effective in evaluating and improving courses, teaching strategies and support for student teachers. 7. Leaders use a range of approaches to gather the views of, and consult with, staff, students and partners, take these views into account and report back on action taken or reasons for lack of action. 8. Staff develop their knowledge, understanding and skills within a personal CPD plan based on their individual needs and targets and employing a variety of approaches and contexts. 9. Action by managers and section heads has reduced underperformance and had a positive impact on improvements at departmental and institutional levels. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 10. The institution has effective systems of internal and external communication with and among staff, students and partners, including circulation of key decisions, guidelines and policies. 11. Staff understand the competences expected and receive support from leaders in developing and improving their skills. 12. Newly appointed staff undergo appropriate induction and receive ongoing pastoral and professional support from senior staff. 13. Staff share with their colleagues any recent learning from workshops, courses, publications or research. 14. Senior staff and section heads take action to reduce underperformance. 	
1. Below Minimum Standards	<p>One or more of the requirements relating to Minimum Standards (Level 2) has not been met.</p>	

¹⁰ In this context, the term ‘leaders’ refers to all staff with positions of responsibility at institutional or departmental level.

Using Teacher Education Standard 16: Leading and managing people

This standard is about building a professional staff team, committed to their work. The approaches used by the principal, faculty head, head teachers and other senior leaders to lead, motivate and involve staff and to demonstrate that they are valued, are therefore critical. Effective communication is a key aspect of effective teamwork. This standard stresses the importance of allocating responsibilities and leadership roles, while also giving the support people need to develop their skills and perform effectively. Professional development should be at the core of all improvement activities. While staff qualifications, professional skills and experience should have been matched to the job description, their continuing development is also necessary.

Coaching and mentoring are the most effective form of professional development, underpinned by personal study and research. Like learners in school, adults learn most effectively when they work alongside others in practical contexts. Teaching is a practical skill. Leaders should minimise attendance at workshops as the cascade approach is usually ineffective. Workshops take staff away from their substantive responsibilities, with a potential impact on students. Leaders should expect attendees to brief colleagues and introduce aspects of their learning within their own practice. The impact of the new approaches advocated should be observed in improved outcomes for students.

All leaders should cultivate a positive ethos and provide effective pastoral and professional support. Staff should believe they are treated fairly and that their wellbeing is seen as important. They should feel able to raise any concerns and be confident that these will be addressed if possible. Where the work or conduct of staff do not meet expected standards, for example, through absence from class, failure to carry out assessment or unprofessional conduct, managers should investigate, and if necessary take effective action. Poor conduct has a negative impact on the service given to students.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Results of surveys or focus groups, together with the action taken to address the issues raised.
- Examples of new and creative approaches introduced as part of action research or practitioner enquiry. Examples of leadership among staff and students and of collaborative activities, together with evidence of impact.
- Examples of communications with staff and stakeholders. Discussion of case studies indicating personal and professional support provided to staff.
- CPD plan which includes a variety of approaches. Induction programme, staff database and records, anonymised records of staff review. Records of, and interviews about support received and CPD undertaken, with evidence of observable outcomes.
- Clear procedures for, and records of professional review. Staff trained in its aims and operation. Records indicating the number of staff whose work has been reviewed. Evidence that personal targets have been achieved e.g. through case studies.

Level 2 of Standard 16 is supported by these standards in the TTC Management Handbook:

- 5: HIV Policy, HIV Workplace Programme in place.
- 6: Gender Policy and Guidelines in place.
- 9: All posts are filled or advertised.
- 10: Terms of reference/job descriptions for all positions and committees defined.
- 18: Hierarchy of authority for each department and section is defined.
- 29: CPD plan available.
- 30: Staff database available and continually updated.
- 31: Staff induction programme for new staff members.
- 32: Staff allocation plan available and continually renewed.
- 33: Staff development plan annually compiled.
- 34: Staff appraisal carried out annually.
- 39: Staff & student welfare procedures in place.

A similar standard developed by NCHE is:

- 1.4 Quality assurance of academic staff

Teacher Education Standard 17: Modelling of professional conduct by staff

This standard evaluates the extent to which staff provide positive models to students through conduct, attitudes and behaviour, and commitment to the teaching profession.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. The institution has discussed its Code of Conduct with partner schools, with a view to encouraging consistent standards across the partnership. 2. Staff demonstrate their commitment to the vision, policies and values of the institution and partnership through their conduct, attitudes and demeanour. 3. Staff model consistently high standards of personal and professional conduct. 4. Staff continue to develop their professional knowledge and skills and welcome new ideas and innovative approaches. 5. Staff have a holistic understanding of the support needs of student teachers and strive to meet those needs when teaching, arranging and monitoring school experience, and in the general life of the institution. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 6. The institution has developed and implemented a Code of Conduct for staff, and monitors its impact. 7. Staff demonstrate personal responsibility for, and commitment to, improving their knowledge, skills and qualifications. 8. Staff demonstrate an interest in, and commitment to, education and a pride in their chosen profession. 9. Staff regularly reflect on their professional role and discuss its implications for their work and conduct. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 10. Staff maintain appropriate standards of professional conduct. 11. Staff treat student teachers, school staff and members of the community with respect. 12. Staff have appropriate professional relationships with student teachers, fellow staff and members of the local community, reflecting accepted ethical values. 13. Institutional and school staff take practical steps to safeguard the safety, dignity, wellbeing and human rights of student teachers, particularly women and those facing challenges relating to health, disability or family or personal circumstances. 14. Staff express positive views about teaching as a profession. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

Using Teacher Education Standard 17: Modelling of professional conduct by staff

This standard focuses on the role of college, faculty and school staff in modelling professional behaviour for the benefit of student teachers. Staff are expected to prepare lessons, arrive on time, attend regularly, teach all their timetabled classes and mark students' work – the same behaviours as those expected of student teachers. Staff should therefore model the highest standards in their preparation, presentation, attendance, punctuality and behaviour.

Without necessarily realising it, college and faculty staff influence students' attitudes to the profession through their implicit or explicit reactions and conduct. Teachers are responsible for moulding the next generation of parents, workers and citizens and, of course, leaders. This is a major task and one of which the profession should be proud. However, teachers are unlikely to be respected by the community or their pupils if they do not respect their profession themselves. The best way to raise the status of the teaching profession is for the commitment of teachers to be apparent to observers and for their conduct to be beyond reproach. Students should be able to recognise the respect which their lecturers have for their own role and responsibilities and use their behaviour as a model for their own.

Lecturers, particularly male, occupy positions of power and influence within the institution and the community. As a result, it may be difficult for students to assert themselves, to question, challenge, resist or refuse if they are confronted with a situation in which they feel uncomfortable, under pressure to act in a way which they do not want or approve of, or if they believe that they are victims of unfair decision making. Young women may find it difficult to deal with these situations because of cultural expectations. Action to develop personal skills such as assertiveness and aspects of emotional intelligence is therefore important.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Interviews with heads of department and staff about their perceptions of the conduct expected of staff generally and the responsibilities of senior staff in modelling, managing and overseeing it.
- Observation of staff behaviour, conduct and quality of lectures and other professional activities.
- Observation of the conduct and behaviour of members of staff over time.
- Reports from heads of department about the extent to which departmental staff produce the required lesson plans and records of work and their views of their quality. Review of these materials.
- Existence and quality of Code of Conduct, and evidence of its implementation.
- Filmed, oral or written case studies of effective practice.
- Supervision reports written by heads of department.
- Outcomes of peer observation carried out within departments.
- The findings of evaluations of the effectiveness of lecturers' work carried out by students.
- The findings of evaluations of the effectiveness of the head of department's management carried out by staff.
- Records of conduct or misconduct.

Level 2 of Standard 17 is supported by these standards in the TTC Management Handbook:

- 2: Code of Conduct for academic staff in place.

Teacher Education Standard 18: Quality assurance and improvement

This standard evaluates the extent to which the institution as a whole is committed to, and active in, evaluating and improving the quality of its work.

Level of Achievement	Requirements	✓ x
4. Effective Practice	<ol style="list-style-type: none"> 1. The institution has produced and implemented a quality assurance policy and identified responsible staff. 2. Selection procedures for prospective students are rigorous and fair and identify those who are suited to the teaching profession. 3. The institution provides regular and accurate evidence-based reports on the quality of its own work and that of the partnership to its governing body, Ministry departments and other relevant bodies as required. 4. The institution undertakes long-term improvement or strategic planning over three or more years. 	
3. Exceeds Minimum Standards	<ol style="list-style-type: none"> 5. The institution and its departments deploy an appropriate range of evaluative approaches to identify strengths and areas for improvement, including direct observation, statistical analysis and seeking stakeholders' views. 6. Evaluation of the quality of education provided is accurate and has resulted in observable improvements. 7. Student teachers are directly involved in improving provision and practice through the Student Council and/or other appropriate mechanisms. 8. The institution collects and analyses a range of qualitative and quantitative data for use in quality assurance and improvement. 	
2. Meets Minimum Standards	<ol style="list-style-type: none"> 9. The institution systematically monitors and reviews the effectiveness and efficiency of key management processes, policies and systems using national standards. 10. The institution has developed a strategic plan and can demonstrate its impact on education quality. 11. Departments have systematic approaches to supervising and improving the quality of teaching, assessment and support. 12. The institution uses the TTC Management Handbook or similar framework of standards¹¹ to audit and monitor the effectiveness and efficiency of its key processes and systems, and takes appropriate action to ensure that they are met. 	
1. Below Minimum Standards	One or more of the requirements relating to Minimum Standards (Level 2) has not been met.	

¹¹ Teacher Training Colleges are expected to use the TTC Management Handbook to audit their systems and processes. Institutes of higher education should demonstrate the use of appropriate mechanisms to audit the effectiveness of their management procedures.

Using Teacher Education Standard 18: Quality assurance and improvement

This standard underpins all the other standards and has a particular relationship with standards in the key area Outcomes, particularly the key performance measures specified in Standard 6: *Impact of the Teacher Education Partnership*. Standard 18 outlines the key processes which enable institutions and their teaching practice schools to achieve their vision and mission for teacher education. Quality assurance processes are only of significance if they actually make a difference. Standard 14: *Strategic leadership* evaluates the effectiveness of leaders in assuring quality and bringing about improvement.

Evaluation of the quality of education provided by the institution and its partners should be based on national standards. All TTCs should put in place systematic approaches to using NSTE to evaluate the quality of teacher education they provide. They should continue to audit management processes using the TTC Management Handbook. The Handbook contains detailed advice about financial, building and resources management. Faculties of education and colleges which apply NCHE standards may also find it helpful to refer to NSTE standards when reviewing their work.

Collection and analysis of different kinds of data form the basis to evaluation of Standard 18. Institutions should have reliable systems for managing information. In addition to statistics of various kinds, they should put in place approaches for systematically gathering the views of stakeholders, through questionnaires, focus groups or individual interviews. Longer-term impact can be evaluated by tracking the progress and careers of students after graduation, i.e. tracer studies of a sample of students. Key members of staff should be assigned responsibility for gathering and analysing data and reporting to institutional leaders and governing bodies.

Standards 6, 14 and 18 are closely linked. Standard 18 specifies how data is gathered and analysed and used in planning. Standard 14 indicates how leaders should monitor the quality of key processes. Standard 6 specifies key performance measures based on qualitative and quantitative data.

When using this standard in evaluation, gather and analyse *some* of the following evidence.

- Records of observations of lectures, laboratory work and practical activities.
- Completed checklists and audits using the TTC Management Handbook, evaluations based on NSTE and NCHE standards and audit sections of improvement plans.
- Trends in quantitative data e.g. withdrawals, examination results, completion, satisfaction and achievement of qualifications.
- Surveys of student and partner satisfaction e.g. focus groups, interviews about a range of topics including exit interviews, focus groups and questionnaires. Long-term tracer studies.
- Outcomes of evaluative activities such as visioning, SWOT analysis or appreciative enquiry
- Extent of implementation of the quality assurance policy and procedures, focusing on the quality of education experienced by students, roles and responsibilities and evidence of impact.
- Selection procedures for prospective students based on their interest in, and commitment to teaching and to children's learning and welfare; evidence of independent learning; communication skills and other relevant competences, in addition to attainment of qualifications.

Level 2 of Standard 18 is supported by these standards in the TTC Management Handbook:

- 11: Entry qualifications of students defined in the programme handbooks are applied.
- 19: Committees in place, chairs and members appointed, terms of reference available.
- 20 Meeting schedule displayed through the calendar of events. At least 80% of the meetings take place as scheduled.
- 21: Annual planning process in place, including all levels of planning. Action or work plans available from each section or committee.

- 22: Key administrative procedures defined and in place. (list provided)
- 23: Key Committees in place. (list provided)
- 24-26 Agenda, invitations, record keeping and file management system in place.
- 38: Quality Management Committee in place to further define quality standards & evaluate results.
- 57: Students Council is in place.
- 58: Students' Council Constitution is available
- 70: Annual Action Plans are available and at least 80% of the activities are carried out.
- 71: Annual Reports from Committees and Departments are available.

Similar standards developed by NCHE are:

- 1.1 Policy and procedures for quality assurance
- 1.2 Approval, monitoring and periodic review of programmes and awards
- 1.3 Quality assurance of academic staff
- 1.6 Information systems
- 1.7 Public information

Appendix 1: Evaluating management processes

The key resource for support for TTCs in managing finance and resources is the TTC Management Handbook. Key aspects of the standards in these areas are summarised below, for convenience. However, TTCs should refer to the Handbook itself when monitoring their provision and practice. The summary below may also be of use to those institutions which train secondary teachers, for use alongside their normal financial and management procedures.

A. Management of finances and resources	Standards in the TTC Management Handbook which must be in place for minimum standards to be achieved
<ul style="list-style-type: none"> • Effective fundraising and income-generating activities • Use of finances and resources for student support and services • Technical support for IT and digital learning • Value for money in the deployment of staff and other resources • Adequate resources to support learning • Procedures outlined in Chapter 6 of TTC Management Handbook are applied 	<ul style="list-style-type: none"> • 22. Key administrative procedures are defined and in place: (see list in TTC Handbook) • 23. Key committees are in place (see list) • 27. Rates and regulations for income generating activities are in place • 28. Fundraising activities plans are in place • 35. Regular internal audits • 36. Asset inventory books
B. Management of buildings and facilities	Standards in the TTC Management Handbook which must be in place for minimum standards to be achieved
<p>Provision of:</p> <ul style="list-style-type: none"> • appropriate, safe and sufficient accommodation for teaching and learning • appropriate, safe and sufficient hostel accommodation and facilities • appropriate, safe and sufficient accommodation for students during teaching practice • appropriate, safe and sufficient accommodation for staff working in the college and demonstration school • appropriate, safe and sufficient study areas, library, laboratory and computing facilities • buildings and facilities which are fully accessible to staff, students and stakeholders with physical disabilities • safe and sufficient water supply and sanitation which meet appropriate national standards • overall safety, security and privacy of the buildings and campus • Application of procedures in Chapter 9 of TTC Management Handbook 	<ul style="list-style-type: none"> • 7. Environmental Plan available • 8. Establishment for all colleges is based on the defined capacity • 12. Academic facilities are available and well stocked/equipped: classrooms, laboratories, library • 13. Administrative facilities are available: offices, computers, server and internet • 14. Student facilities are available: student study areas, accommodation and dining facilities, sporting and recreational facilities • 15. Demonstration school available within a reasonable distance • 16. College vehicles available. • 23.7 Grounds committee is in place • 37. Routine maintenance schedules are in place

Appendix 2: Links between the National Standards for Teacher Education and other national education standards

The table on the following pages shows similarities and approximate correspondences between the *National Standards for Teacher Education* and the standards within three other important publications: the *National Education Standards: Primary and Secondary Schools*, the *TTC Management Handbook* and the *Standards and Guidelines for Quality Assurance in Malawi's Higher Education Institutions (Part 1)*.

The standards in these frameworks are not exactly equivalent because of differences in the kinds of institutions they relate to. The work of teacher education institutions is particularly dependent on effective partnerships, principally with Teaching Practice Schools although also with districts and divisions. The work of schools is very largely carried out within individual institutions, supported by their districts. Furthermore, the teacher education curriculum is practice- as well as content-based. As a result, outcomes from teacher education courses are broader and evaluated quite differently from those in the school model.

The standards in Part 1 of the NCHE framework are designed as self-evaluation support and preparation for external accreditation. However, they can also support improvement through normal monitoring, evaluation and planning processes. The NCHE standards do not address all aspects of the work of higher education institutions, just those which are relevant to accreditation. The main purpose, however, of NSTE, is broad support for improvement across institutions and their partnerships, through processes for both internal and external evaluation.

The standards in the TTC Management Handbook have a distinctive focus. They are management standards. As such, they provide very detailed practical advice on putting in place systems and processes which are designed for effective and efficient delivery of services. NSTE does not repeat this advice; rather it builds on it. Requirement 12 of Standard 18 *Quality Assurance and improvement* states that for the minimum level to be reached, standards in the TTC Management Handbook or frameworks used in other tertiary institutions should be used for evaluation and action taken to ensure they are met.

However, despite the caveats noted in previous paragraphs, mapping across the various standards frameworks may be useful. One example could be when institutions and their TPSs develop their improvement plans. Where both the institution and its partner schools are working together to deliver a particular improvement priority, it makes sense for subsets of both frameworks of standards to be used as the basis for planning the development, monitoring progress and evaluating eventual success.

National Standards for Teacher Education	Teacher Training College Management Handbook	National Council for Higher Education Standards	National Education Standards: Primary and Secondary Schools
1. Learning for life			1. Learning in lessons
2. Knowledge and understanding			2. Students' outcomes in the curriculum
3. Teaching skills	72. Student teachers use at least 80% of defined teaching & learning skills etc. 73. Student teachers use at least 80% of methods learned during college-based year	1.5 Learning resources and student support	2. Students' outcomes in the curriculum
4. Skills in assessing and supporting learners	72. Student teachers use at least 80% of defined teaching & learning skills etc. 73. Student teachers use at least 80% of methods learned during college-based year		2. Students' outcomes in the curriculum
5. Professionalism			5. Students' behaviour and involvement in school life
6. Impact of the college and its partners	66. Number of withdrawals, max 5% of enrolment by end of training course, reasons recorded & analysed 67. Examination results are recorded and analysed 68. At least 75% of student teachers are satisfied with the training course (annual survey) 69. At least 80% of TPSs are satisfied with the collaboration 70. Annual Action Plans are available & at least 80% of activities carried out 74. Results of tracer studies available	1.7 Public information	3. Attainment across the school 4. Students' participation in education
7. Creating a learning community			22. Access, equity and inclusion

National Standards for Teacher Education	Teacher Training College Management Handbook	National Council for Higher Education Standards	National Education Standards: Primary and Secondary Schools
8. Curriculum	3. Curriculum for the Teacher Training Programme is operational 4. Teacher Training Programme Handbook available for each student & lecturer 42. Curriculum with all learning areas completely delivered according to the programme 43. Timetable comprises 30 study hours per week 50. Cross-cutting issues included in curriculum 51. A range of extra-curricular activities is offered to students 60. Curriculum with syllabuses fully available	1.2 Approval, monitoring and periodic review of programmes and awards	7. A curriculum that is appropriate and relevant
9. Quality of teaching by college staff	41. Quality standards for the teaching process set & applied 44. Key teaching and learning procedures are defined and in place (timetabling, continuous assessment, teaching practice, supervision) 63. Teaching & learning skills defined 64. 100% lessons carried out		8. High expectations 9. Teachers' with good professional, subject and curriculum knowledge 10. Well-planned lessons 11. Teaching for effective learning 14. Effective management of behaviour
10. Assessment and support by college staff	44. Key teaching & learning procedures are defined & in place – assessment 48. Special Needs Education section functional 61. Assessment framework in place & transparent 62. Continuous assessment defined & carried out	1.3 Assessment of students 1.5 Learning resources and student support	12. Accurate and constructive use of assessment 13. Teaching which meets the needs of all students
11. Students' teaching experiences	15. Demonstration school available within a reasonable distance 44. Key teaching & learning procedures are defined & in place – teaching practice, supervision. 49. Internal teaching practice – at least 1 lesson per student during 1 st year 65. At least 3 Supervision & assessment visits in the school experience year carried out		

National Standards for Teacher Education	Teacher Training College Management Handbook	National Council for Higher Education Standards	National Education Standards: Primary and Secondary Schools
12. Student safety, support and welfare	5. HIV policy & HIV workplace programme in place 6. Gender policy & guidelines in place 39. Student welfare procedures in place 52. Student orientation timetable available etc. 57. Student Council is in place		6. Students' safety and protection 14. Effective management of behaviour 22. Care and welfare of students
13. Leadership for learning			18. School leadership
14. Strategic leadership and direction	1. College has a College Charter stating the vision mission, core values & strategic objectives of the TTC 70. Annual Action Plans available and at least 80% of the activities carried out 71. Annual Reports from Committees and Departments available		15. School vision, goals and values 17. School governance 18. School leadership
15. Leading partnerships	54. Partnership Agreement with all TPSs signed & followed 68. At least 75% of the student teachers are satisfied with the course 69. At least 80% of Teaching Practice Schools are satisfied with the collaboration		19. Partnerships with parents and the community
16. Leading and managing people	5. HIV Policy & HIV Workplace Programme in place 6. Gender policy & guidelines in place 10. Terms of reference/job descriptions for all positions and committees defined 18. Hierarchy of authority for each department and section is defined 29. CPD plan available 30. Staff database available and continually updated 31. Staff induction programme available for new staff members 32. Staff allocation plan available and continually renewed 33. Staff development plan annually compiled 34. Staff appraisal carried out annually 39. Staff welfare procedures in place	1.4 Quality assurance of academic staff	20. Staff supervision and development 21. Staff deployment and management

National Standards for Teacher Education	Teacher Training College Management Handbook	National Council for Higher Education Standards	National Education Standards: Primary and Secondary Schools
17. Modelling of professional conduct by college staff	2. Code of Conduct for academic staff in place		9. Teachers with good professional, subject and curriculum knowledge
18. Quality assurance and improvement	11. Entry qualifications of students defined in the programme handbooks are applied 18. Hierarchy of authority for each department and section is defined 19. Committees in place, chairs and members appointed, terms of reference available. 20. at least 80% of meetings take place as scheduled 21. Annual planning process is in place, including all levels of planning & action plans 22. Key administrative procedures are defined and in place 23. Key Committees in place 24-26. Agenda, invitations, record keeping and file management system in place 38. Quality Management Committee in place to further define quality standard & evaluate the results 57. Students Council is in place. 58. Students' Council Constitution is available 70. Annual Action Plans available and at least 80% of the activities carried out 71. Annual Reports from Committees and Departments available	1.1 Policy and procedures for quality assurance 1.2 Approval, monitoring and periodic review of programmes and awards 1.4 Quality assurance of academic staff 1.6 Information systems 1.7 Public information	16. School self-evaluation and improvement 24. Management of buildings and facilities 26. Financial management





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