

# Principal of the Year Award



## Guidelines



Kenya Secondary Schools  
Heads Association







## PREFACE

This report was compiled from the deliberations held on October 7th and 8th in Machakos town to document the scheme for the Principal Teacher Award. The workshop brought together the executive committee of the Kenya Secondary School Heads Association, top two recipients of the Principal of the Year Award from each of the eight provinces, and representatives of the Ministry of Education and the United Nations' Children Fund (UNICEF). The following were in attendance:

Karilus B.N. Omijah	Chairman, Nyanza KESSHA
Emma Odongo	National Organizing Secretary, KESSHA
David Litala	Principal, Musingu High School
Thomas Kogolla	Principal, St. Joseph Rapogi
Mary Akunja	Principal, Kisumu Girls
Stephen Njoroge	Chairman, Nairobi KESSHA
Ndambiri Jacinta	Principal, Kabare Girls
Gitau Njoroge	Principal, Kiambu High
Mgute Prisca Salama	Principal, Murray Girls
Mohamed A. Ali	Principal, Mandera Secondary
Edwin Namachanja	Principal, Friends School Kamusinga
Indimuli Kahi	Chairman, Western KESSHA
John Kirui	Chairman, Rift Valley KESSHA
Mwangi W.M.	National Treasurer, KESSHA
Lonah Mumelo	National Secretary, KESSHA
Peter Atnetta	National Vice-National Secretary, KESSHA



Julius Ngondo

National Vice-National Treasurer,  
KESHA

Awiti John

National Vice-Chairman, KESHA

Nicodemus Bore

Administration, KESHA Secretariat

Enos Jilo Mwaruka

Chairman, Coast KESHA

Onesmus Mulinge

Chairman, Eastern KESHA

Cleopas Tirop

National Chairman, KESHA

Robert Masese

Director of Education, Ministry of  
Education

Kimanzi Muthengi

UNICEF



## INTRODUCTION

Kenya Secondary School Heads Association (KESSHA) is a professional organization, which brings together all head teachers of secondary schools in the country.

One of the main objectives of the association is to provide a forum through which the head teachers can share their experiences, ideas and challenges faced in the provision of quality and relevant education in secondary schools.

The head teachers work harmoniously with teachers to achieve the broad objectives of education in the country. This has brought the necessity for recognition and rewarding of outstanding efforts put in by teachers and principals. It is for this reason that KESSHA in 2008 designed an award system known as Principal Teacher Award.





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# 1. RATIONALE FOR AWARDING TEACHERS AND PRINCIPALS

It has been proved that human beings perform better in their professions when they are recognized and appreciated for exemplary performing their duties. This boosts morale leading to increased productivity, efficiency and harmony in working relations. It also becomes a challenge to other employees to desire to be acknowledged as well, thereby opening doors for a healthy competition. The overall benefits are better services, efficiency, decline in wastages, enhanced profits, and optimism among workers.

The opposite is witnessed when employees are not recognized and appreciated for their efforts. This breeds low productivity, inefficiency, poor services, grumbling, low morale, petty pilferages and overall collapse in harmonious working relations.

The recognition of these facts has for years led employers and professional bodies to put in place schemes to recognize members of staff who have excelled in serving their clients, management of resources entrusted to them and going an extra mile to realize their professional



goals and help their colleagues. Some of the outstanding national recognitions are Nurse of the Year Award, CEO of the Year Award, and Journalist of the Year Award.

Despite the pivotal position occupied by the teaching profession, the situation has been different as for years there has been no scheme designed to recognize head teachers and teachers who have excelled in their duties in administration and teaching. This has created apathy and low morale among the school administrators and teachers. To arrest this situation, the idea of Principal Teacher Award was mooted by the Kenya Secondary School Heads Association and its implementation started in 2008.



## 2. SITUATION ANALYSIS OF THE EXISTING AWARD SCHEME

In 2008, KESSHA started recognizing its principals and teachers whose achievements are outstanding. The award has become an important part of the association's annual conference. It has been designed to recognize the efforts of the head teachers who according to the assessment of the awards panels have excelled in striving to successfully implement the Ministry of Education Strategic plan 2006 - 2011.

However, the award has experienced some teething problems that include:

- **Apathy:** There has been reluctance among teachers to participate in the award. This has been attributed to lack of sensitization and proper delivery of information at the school levels.
- **Financial Rewards:** Many districts and provinces have been unable to offer cash awards to the winners as stipulated. The high levels of cash awards recommended under



the scheme have been too way high for many districts and provinces to afford. This has led to apathy among teachers.

- Identification Process: There has been no clear identification criterion for principals and teachers to take part in the award scheme especially at the school level for teachers and district levels for principals
- Panels: It has been the feeling of many principals and teachers that the constitution of award panels needs to be reviewed. It has been widely felt that the inclusion of district education officers has led to intimidations and biasness.
- Marking Scheme: The current marking scheme leaves out some areas that need to be taken into account. It has also been felt that the marking schemes are getting to schools late and there has been failure by panels to adhere to it.
- Mean Grades: The use of subject mean grades to identify teachers to participate in the award has been practiced by some principals. This ignores other areas of their duties.



- Levels of Awards: With the new Constitution in place, a new challenge has arisen in regard to the administrative areas where Counties have been established while doing away with the provinces.

To address the above challenges and streamline the award scheme, clear guidelines are needed in all areas starting from school to national level.





### 3. AWARD CRITERIA

The award will be based on criteria which are within the realms of the Ministry of Education mission, vision and strategic plan 2006- 2011.

These are;

- Enhancing access in provision of Secondary Education
- Provision of quality Education.
- Improving the learning environment.
- Encourage retention.
- Exhibition high levels of professionalism and efficient financial and Human Resource Management in education.
- Networking with other stakeholders in the provision and management of education programmed.
- Proper implementation of the Ministry of Education Policies and guidelines.
- Professionalism.







## 4. LEVELS OF IDENTIFICATION

The award will be held at five different levels

- School
- District
- County
- Regional
- National

The committees appointed at each of the above name levels will carry out their assessment and select those to be awarded.

### 4.1 School Committee

Each school will have its award committee made up of membership of minimum of five (5) and maximum of ten (10).

- Principal – Chair of the panel
- Deputy Principal – One (1)
- Heads of Departments – Minimum of (3) and maximum of five (5) depending on the school size
- Zonal Education Office - Optional



The principal is expected to sensitize his staff on the need to participate and the criteria to be followed as provided in the marking scheme. Principals have the responsibility to make the process all-involving, ensure fairness, transparency and adhere to the marking scheme.

The school should bear in mind that the teacher identified will be its representatives at the other levels of competition and should therefore observe the highest standards in selection to increase the school chances of its teacher winning. The committee should organize on how to get the views of others in the school community such as students, Board of Governors (BoG), and Parents and Teachers Association (PTA).

## **4.2 District Level**

Every district will have a District Awards Committee comprising of:

- KESSHA – Two (2): one will be the district chairperson who will chair the committee, while the other will be the immediate former POYA winner at district level. In case the teacher being interviewed is from the chairman's school, a chairman from another district should be invited to chair the committee.
- District Education Officer – One (1)



- DQUASO – One (1)
- District Schools Auditor – One (1) - This will apply to principals award only

### **4.3 County Level**

The County Awards Committee will comprise of:

- KESSHA – Three (3): The county chairperson chair the committee. Another member to be a sitting KESSHA official at county level, while the other will be the immediate former POYA winner at county level. In case the teacher being interviewed is from the chairman's school, a chairman from another district should be invited to chair the committee.
- County Education Office – Three (3)

### **4.4 Regional Level**

The Regional Awards Committee will have the following members:

- Regional KESSHA chairman – One (1) – to chair the committee.
- KESSHA – Three (3): Two sitting KESSHA officials at regional level, while the other will be the immediate former POYA winner at regional level.
- Regional Education Office – Three (3)



## 4.5 National Level

The National Awards Committee shall comprise of:

- Director of Quality Assurance – Two (2)
- KESSHA – Two (2) – One to chair the committee
- Teachers Service Commission – Two (2)
- Any accepted Professional body – 1



## 5. PROCEDURES OF THE PROCESS

- Individual school shall present the name of the winning teacher to the District Awards Committee.
- The District Awards Committee shall then conduct the short listing. The best 8 teachers shall be eligible for interviews. NB: In case the district has few schools, such a District Awards Committee shall short list and interviews the teachers presented by the schools, even if the number does not reach eight (8). The bottom line shall be that the teachers and principals attain a threshold of 60 per cent points according to the marking scheme.
- Head teachers shall be short listed by the District Awards Committee. The best eight head teachers shall then be interviewed. The District Awards Committee should form identification teams to visit schools to have definite facts on facilities, documents, number of staff, students enrolment etc. NB: In case where a district has few schools, such a District Awards Committee shall short list and interviews the principals presented to it, even if the number does not reach eight (8). The bottom line shall be that the teachers and principals attain a threshold of 60 per cent points



- according to the marking scheme.
- Each district shall forward the names of the winning principal and teacher to the County Awards Committee.
  - The County Awards Committee shall short list and interview eight (8) principals and eight (8) teachers.
  - Each county shall forward the names of the winning principal and teacher to the Regional Awards Committee.
  - The Regional Awards Committee shall short list and interview 8 principals and 8 teachers.
  - The regional winners - one principal and one teacher from each region shall be eligible for interview by the National Awards Committee.





## 6. FINANCIAL AWARD PACKAGES

### 6.1 School Level

Individual schools shall have the discretion to decide what they can award to the winning teacher.

### 6.2 District Level

Principal	No 1	KSh 5, 000
Head teacher	No 2	KSh 3, 000
Head teacher	No 3	KSh 2, 000
Teacher	No 1	KSh 5, 000
Teacher	No 2	KSh 3, 000
Teacher	No 3	KSh 2, 000

### 6.3 County Level:

Head teacher	No 1	KSh 15, 000
Head teacher	No 2	KSh 10, 000
Head teacher	No 3	KSh 5, 000
Teacher	No 1	KSh 15, 000
Teacher	No 2	KSh 10, 000
Teacher	No 3	KSh 5, 000



## 6.4 Regional Level:

Head teacher	No 1	KSh 17, 000
Head teacher	No 2	KSh 12, 000
Head teacher	No 3	KSh 7, 000
Teacher	No 1	KSh 17, 000
Teacher	No 2	KSh 12, 000
Teacher	No 3	KSh 7, 000

## 6.5 National Level

Head teacher	No 1	KSh 70, 000
Head teacher	No 2	KSh 50, 000
Head teacher	No 3	KSh 30, 000
Teacher	No 1	KSh 70, 000
Teacher	No 2	KSh 50, 000
Teacher	No 3	KSh 30, 000

## 6.6 Other Forms of Recognition

- Certificates: KESSHA national office will prepare and present certificates to the winners from district to the national level. All the certificates will be signed by KESSHA national chairman.
- Letters of Commendation: KESSHA national office will prepare and present letters of commendation to the winners from district to the national level.



All the letters will be signed by KESSHA national chairman and copied to the Teachers Service Commission to make it aware of the principal's/ teacher's achievements for possible consideration for promotion. Another copy will be given to the respective county education office. This is meant to increase the chances of the winning teachers getting promoted and therefore encourage more participation in the award.

- Special Awards: Districts, Counties and Regions are at liberty to give other awards on top of what has been prescribed
- Sponsorship: Districts, Counties and Regions are at liberty to seek sponsorship from corporate, institutions and other friendly groups

## **6.7 Funding of Awards**

- Contributions by KESSHA members at district, county and regional levels
- The association will seek for donation from friendly groups and organizations.
- The association will also request the ministry of education to consider promotion or providing scholarship for studies to such outstanding performers.





## 7. THE MARKING SCHEME

The awarding of points will take into account different areas to ensure balance, fairness and all round achievements

### 7.1 PRINCIPAL'S AWARD

A valid school registration certificate is a mandatory requirement for any principal participating in the award

#### 7.1.1 Demographic Award

a) Enrollment

	Students per stream	Maximum	Score
<b>I</b>	45 and above	3mks	
<b>II</b>	45	2mks	
<b>III</b>	40-44	1mk	

b) Retention Rate

i) Current student population as compared to the initial student enrolment



Retention Rate	Form 1	Form 2	Form 3
90% and above	1mk	2mks	3mks

ii) Repetition in classes

	Repetition	Form 3	Form 4
<b>I</b>	No repetition	3mks	4mks
<b>II</b>	1-2 students per class	2mks	3mks
<b>III</b>	3-5 students per class	1mk	1mk

## 7.1.2 Human Resource and Curriculum Management

a) Availability of quality professional documents that the principal should ensure the teaching staff have

		Maximum	Score
<b>I</b>	Schemes of work	½ mk	
<b>II</b>	Records of work	½ mk	
<b>III</b>	Mark book	½ mk	
<b>IV</b>	Department files	½ mk	
<b>V</b>	Class registers	½ mk	



<b>VI</b>	Lesson teaching notes	½ mk	
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b) Availability of quality professional management documents that a principal should have

	<b>Maximum</b>	<b>Score</b>
<b>I</b>	Education	½ mk
<b>II</b>	TSC code of regulations	½ mk
<b>III</b>	Lesson attendance record	½ mk
<b>IV</b>	School time table	½ mk
<b>V</b>	School rules	½ mk
<b>VI</b>	Duty roster	½ mk
<b>VII</b>	School vision and mission	½ mk
<b>VIII</b>	Any other relevant document	½ mk

c) Human Resource Management: How the principal manages his Teaching Staff

		<b>Maximum</b>	<b>Score</b>
<b>I</b>	Staff development opportunities	1mk	
<b>I</b>	Approved teacher to student ratio	½ mk	





<b>I</b>	Approved frequency of meetings	½ mk	
<b>IV</b>	Involvement of staff in decision making	½ mk	
<b>V</b>	Staff welfare (day to day well being)	½ mk	

d) Human Resource Management: How the principal manages his Non-Teaching Staff

	<b>Maximum</b>	<b>Score</b>
Quality of staff (academic/professional qualification)	½ mk	
Staff attendance (master roll)	½ mk	
Staff development	½ mk	
Approved support staff to student ratio	½ mk	
Approved frequency of meetings	½ mk	
Involvement of staff in decision making	½ mk	
Staff welfare (day to day well being)	½ mk	



### 7.1.3 Community Relations

		Maximum	Score
<b>I</b>	Community representation in the B.O.G (board of governors)	½ mk	
<b>II</b>	The frequency of B.O.G members	½ mk	
<b>III</b>	Adequacy and frequency of P.T.A meetings with the teachers and administration	½ mk	
<b>IV</b>	Effectiveness of the involvement of former students in the school.	½ mk	
<b>V</b>	Involvement of the school in non- formal and community education.	½ mk	
<b>VI</b>	Sufficient open days to monitor the students progress	½ mk	



<b>VII</b>	School involvement in outreach programmes to the community	½ mk	
<b>VIII</b>	The schools assistance to the community by availing its physical facilities and resource e.g. selling farm produce, hiring vehicles, halls, classes and use of pitches.	½ mk	

### 7.1.4 Student Welfare ad Participation Issues

		<b>Maximum</b>	<b>Score</b>
<b>I</b>	Students involvement in the election of student leaders	½ mk	
<b>II</b>	Frequency of students meetings with the administration	½ mk	
<b>III</b>	Provision of enabling environment for spiritual nourishment	½ mk	



<b>IV</b>	Effectiveness of clubs and societies	½ mk	
<b>V</b>	Availability of lunch programmes to the students	½ mk	
<b>VI</b>	Effectiveness of guidance and counseling	½ mk	

### 7.1.5 Management of Student Discipline

		<b>Maximum</b>	<b>Score</b>
<b>I</b>	Presence of functional disciplinary system	½ mk	
<b>II</b>	Presence of disciplinary measures record book	½ mk	
<b>III</b>	Personal neatness and cleanliness of the students	½ mk	



## 7.1. 6. Improvement of the Physical Environment

i) Tuition facilities

		Maximum	Score
<b>I</b>	Classrooms	½ mk	
<b>II</b>	Laboratories	½ mk	
<b>III</b>	Library	½ mk	
<b>IV</b>	Administration block	½ mk	
<b>V</b>	Fencing	½ mk	
<b>VI</b>	Furniture	½ mk	

ii) Recreation facilities

		Maximum	Score
<b>I</b>	Pitches	½ mk	

iii) Health and sanitation facilities

		Maximum	Score
<b>I</b>	Toilets	½ mk	
<b>II</b>	Bathrooms	½ mk	
<b>III</b>	Lighting facilities	½ mk	
<b>IV</b>	Availability of water	½ mk	



<b>V</b>	Disaster /emergency preparedness	½ mk	
<b>VI</b>	Garbage/rubbish/disposal points	½ mk	

### 7.1.7. Availability of teaching and Learning

		Maximum	Score
<b>I</b>	Exercise books	2 mks	
<b>II</b>	Recommended textbooks	2 mks	
<b>III</b>	Any other relevant teaching/learning material.	2 mks	

### 7.1.8. Financial Management

		Maximum	Score
<b>I</b>	Minutes of B.O.G on the school budget	2 mks	
<b>II</b>	Minutes of PTA AGM endorsement of the budget	2 mks	
<b>III</b>	Evidence of DEB approval of the budget.	1 mk	



<b>IV</b>	Presence of an established accounts office.	1mk	
<b>V</b>	Existence of a tender committee	1 mk	
<b>VI</b>	Evidence of previous financial year audited school account report	1 mk	
<b>VII</b>	Auditors commendation (based on their report) for efficient financial management.	4 mks	

### 7.1.9 Individual Principal Observation Schedule

i) Additional professional and academic advancement in the profession

		<b>Maximum</b>	<b>Score</b>
<b>I</b>	Masters	3 mks	
<b>II</b>	Bachelor	2 mks	
<b>III</b>	Post graduate diploma	1 mk	

ii) Years of service as a principal





		<b>Maximum</b>	<b>Score</b>
<b>I</b>	10 years and above	4 mks	
<b>II</b>	6-10 years	3 mks	
<b>III</b>	3-5 years	2 mks	
<b>IV</b>	Below 3 years	1 mk	

iii) Professional duties. This entails:

- a) Active involvement in teaching – 2 Marks
- b) His/Her subject score at KCSE examinations

<b>School category</b>	<b>Subject score</b>	<b>Maximum</b>	<b>Score</b>
National / private	Above 9.5	6mks	
	8.5-9.5	4mks	
Provincial	Above 8.5	6mks	
	7.5-8.5	4mks	
District	Above 7.5	6mks	
	6.5-7.5	4mks	

iv) Membership to professional organization

An official of KESSHA at any level and any other relevant professional organization – **1 Mark**



v) Personal presentation

		Maximum	Score
<b>I</b>	Grooming	1 mk	
<b>II</b>	Communication ability	1 mk	
<b>III</b>	General knowledge	1 mk	

## 7.1.10 Overall Quality of Teaching and Learning in the School

a) Academic performance

	Maximum	Score
<b>A. National /private schools</b>	10 mks	
i) 10.00 and above	8 mks	
ii) 9.5 - 9.9	6 mks	
iii) 8.5 – 9.4		
<b>B. Provincial schools</b>		
i) Above 9.5	10 mks	
ii) 8.5 – 9.4	8 mks	
iii) 7.5 – 8.4	6 mks	
<b>C. District Schools</b>		
i) Above 8.5	10 mks	



ii) 7.5 – 8.4	8 mks	
iii) 6.5 – 7.4	6 mks	

## b) Performance in co-curricular activities

Select only **ONE BEST** performed co-curricular activity.

Award only **ONCE** at the highest level performance.

District champions	Provincial champions	National champions
1mk	2mks	3mks

## 7.2 TEACHING AWARDS

Scoring Area	Maximum Score	Actual Score
<b>Years of service (experience)</b>		
i) 11 years and above	4	
ii) 6-10 years	3	
iii) 3-5 years	2	
iv) 0-2 years	1	



<b>Professional documents</b>		
i) Record of work	5	
ii) Mark books	5	
iii) Accumulative KCSE results	5	
iv) Own prepared academic teaching materials (authored books)	7	
<b>Performance index (KCSE)</b>	<b>Subject mean score</b>	<b>Max score</b>
National/private	Above 9.5 8.5 - 9.5	10 8
Provincial	Above 8.5 7.5 - 8.5	10 8
District	Above 7.5 6.5	10 8
<b>Scoring areas</b>	<b>Max score</b>	<b>Actual score</b>
Punctuality/attendance		
i) Always present	3	
ii) Averagely present	2	
iii) Rarely present	1	



Academic advancement on the job (education)		
i) PHD	7	
ii) Masters	6	
iii) Degree	5	
iv) Diploma	4	
v) ICT	3	
vi) In –service/workshops	2	
Examinations		
i) Chief examiner (KNEC)	5	
ii) Senior examiner (KNEC)	4	
iii) Examiner KNEC	3	
iv) Senior examiner/setter	2	
district mocks	1	
v) Examiner (district mocks)		
Co-curricular activities (sports/games/clubs)		
i) National level	6	
ii) Provincial level	4	
iii) District level	2	



Responsibilities		
i. Deputy head teachers/ senior H.O.D	3	
ii. H.O.D	2	
iii. H.O.S	1	
Community involvement		
i) Church related activities	5	
ii) Involvement in emerging issues	5	
Personal presentation		
i) Grooming	1	
ii) Communication	1	
iii) Current affairs	1	



## 8. RECOMMENDATIONS TO IMPROVE THE AWARD SCHEME

### 8.1 Marking Scheme

- **Enrolment:** A section should be added to take into account enrolment trend such as if it has been growing or constant.
- **Improvement of Physical Environment:** Add a section to cater for ICT teaching and learning facilities
- **Co-Curricular Activities:** Add a section for County and East and Central Africa Secondary School Championships
- **Additional Qualifications:** Add a category for principal's with PhD
- **Years of Service:** Breakdown the years as follow: Below 3; 3-5; 6-10; 10-14; 15 and above
- **Special Category:** Be included for schools in marginalized areas





- Value Addition: Add a category for value addition by taking into account KCPE mean entry score for Form 1 students

## 8.2 Participation

- Winners of the Principal Teacher Awards at national level should not participate in the ensuing awards for a period of between three to five years.
- KESSHA Executive Committee members should not participate at levels of district and counties. They should start participating at regional level.
- Chairmen of district and county KESSHA should disqualify themselves from heading the award committees if they are nominated or a teacher from their school is nominated.

## 8.3 Annual Journal

KESSHA will start an annual journal capturing write-ups of the two top POYA winners from each of the eight provinces. The journal will be packaged as a management manual targeting potential school managers. The journal



will focus on the following key elements:

i) Principles of Leadership employed by the winner: This will capture the principal's explanation from his/her own point of view on the kind of management practices that have enabled him to excel.

ii) Process of Leadership: This will entail:

- Day to day governance practices
- Strategic planning: Goals to be achieved and how
- Year activities – Objectives, priorities
- General Management – Decisions making, meetings, delegation of duties
- Financial Management - principles of financial management; financial forecasting and budgeting
- Management of students – discipline, resolving disputes and tension etc.
- How the principal handles parents and neighbouring communities

iii) Personal Leadership Style: Core of the principal's leadership such as time keeping, key values, integrity, driving motivation etc

iv) Management Changing Experiences: Real life experiences that have influenced the way the principal's manage the school



## 8.4 Execution of the award:

- It is the task of the principals to sensitize teachers in their schools about the award and encourage them to participate
- Provincial KESSHA chairmen working together with district chairmen are tasked to spearhead the organization of the award process



## **RE: RECOMMENDATIONS FOR DEVOLVING OF THE TEACHERS SERVICE COMMISSION**

Through a letter dated September 8, 2010 signed by the secretary/ chief executive, Gabriel Lengoiboni, the Teachers Service Commission requested Kenya Secondary School Heads Association to make its input regarding how it would wish the commission to operate under the devolved structure as provided by the new Constitution of Kenya (2010) Article 237.

Consequently, the association organized a meeting comprising of its executive committee and two top principals picked by each province for their outstanding performance, to discuss the best ways that the secondary school principals would wish the commission to operate under the new constitutional dispensation. The meeting that was held in Machakos town on October 7th and 8th, 2010 came up with the following recommendations:

### **1. Registration of Trained Teachers**

- Registration should remain at the TSC headquarters. However, registration desks should be set up in counties to receive requests from trained teachers wishing to be registered. After receiving the requests and collecting required documents, the information will be dispatched to TSC headquarters for registration and issuing of numbers, after which the registration certificate will be delivered to the county TSC office where the applicants will collect them. This kind of arrangement will speed up the process of registration, decongest TSC headquarters and minimize the cost of securing the registration certificate.
- To ensure only qualified teachers are registered to teach in Kenyan schools, TSC should develop a working relationship with training institutions to be able to verify the information presented by the counties to confirm the authenticity of the documents. This will help tackle the problem of unqualified persons infiltrating the teaching profession.



- Registration certificate should clearly state the level of learning institution that the holder is allowed to teach e.g. Primary schools, secondary schools, college etc.

## **2. Recruitment, Employment of Registered Teachers and Assigning of Employed Teachers to Public Schools**

- It is the feeling of KESSHA that the existing devolved recruitment process is fomenting tribalism by restricting prospective teachers to their constituencies. The criterion used is also compromising quality especially on the requirement that those who graduated earlier be given priority. Given that some recent graduates may fair better than the older ones, it is proposed that these restrictions be removed to allow for a competitive recruitment process.
- It is also proposed that recruitment interviews be conducted at county levels and the names of successful candidates be delivered to TSC headquarters, where they will be posted to any part of the country and not necessarily to their counties.

## **3. Promotion and Transfer of Teacher**

### **3.1 Promotions:**

- Automatic promotions of up to Job Group N be handled at county level with the rest being left to the TSC headquarters.
- TSC should set a specific period within which a teacher should move to the next job group, and if he/she is not promoted the commission should give reasons to the teacher in writing.
- Performance contracts be used as the parameter to determine promotion.
- TSC undertake the responsibility of training teachers to build their capacity in preparation for promotion to the next grade.
- There should be clear criteria for promotion of principals to head different categories of schools e.g. district, provincial and national. This will help address cases where heads are deployed to a school in a higher category than his current station but without accompanying promotion.
- To ensure professionalism, vacant positions of school heads should be advertised in newspapers. This will help address incidents



of political interference and lobbying in filling vacant positions of principals. The advert should clearly spell out qualification requirements, duties and job group.

### **3.2 Transfers:**

- Transferring of principals and deputy principals should be the responsibility of the TSC headquarters.
- Principals and deputy principals should be posted to any part of the country and not be confined to their counties.
- Where the transfer of teachers is in schools within the county, the exercise should be handled at the county level. But when the transfer is from one county to the other, it should be left to the TSC headquarters.

## **4. Disciplinary Control**

- Handling of disciplinary issues should be devolved to the counties with one TSC commissioner sitting in the disciplinary committee. TSC should however expand its staff in the counties to expedite the hearing and determination of disciplinary cases.

## **5. Termination of Employment**

- This should be left to the TSC headquarters under the current practices

## **6. Standards of Education and Training of Teachers**

- TSC should work closely with colleges to give them clear guidelines on minimum qualifications for students admitted to train in teaching at different levels of education, and the units they should be trained and qualified in to be allowed to teach in Kenyan schools.
- ICT studies should be included as a mandatory requirement in teacher training.





- A specific number of years should be set for the review of teacher training.

### **7. Demand and Supply of Teachers**

- TSC should plan and budget ahead to forecast on teacher needs at different levels of learning institutions.
- TSC should have more funding to enable it execute its mandate effectively to be able to make teaching an attractive profession.

### **8. Advisory Role to Government**

- TSC should organize regular consultative forums with professional bodies in education to discuss emerging issues and enable it advice the Government accordingly on issues of teaching in the country
- TSC should establish a research unit at its headquarters to continually have facts on what is taking place in the teaching profession and the emerging issues.
- TSC establish an effective feedback mechanism to keep in touch with teachers at all levels

### **9. Structure of TSC at County Level**

- A TSC County Director should be the head of TSC office at county level assisted by TSC Deputy County Director, These two positions should be held by officers in senior job groups to help avoid insubordination and remove disharmonies in hierarchies with teachers they are serving.

Yours Faithfully,

Cleopas Tirop,  
Chairman,  
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