INFORMATION BRIEF

Teacher Competency Framework



Overview

As a new Syria focuses on growth and development there is great potential to improve delivery of quality education for a new generation. At the heart of an improved education system are schools that are resourced with capable teachers who understand the knowledge, skills and attitudes required to meet learner needs.

The Teacher Competency Framework (TCF) provides clarity and structure to deliver a cost effective, devolved system of Continuous Professional Development (CPD). By setting clear goals and targets for teachers and schools, it supports and monitors continuous improvement and enables progress via targeted resources. This ensures teachers and schools are focused on acquiring and implementing the core competencies necessary to progress education in Syria.

The TCF was developed by the Manahel-Syria Education Programme with input from partners' technical teams and Education Directorates in Idlib and Aleppo.

How it Works

The Manahel TCF focuses on teaching across Grades 1 to 4, with core subject areas in Arabic and Mathematics, supported by Classroom Management, Psychosocial Support (PSS), Social and Emotional Learning (SEL) and Staff Wellbeing. For each subject area, the TCF focuses upon five competency domains:

1. Teacher's Role and Wellbeing, which supports teachers' stability and the quality of their work.

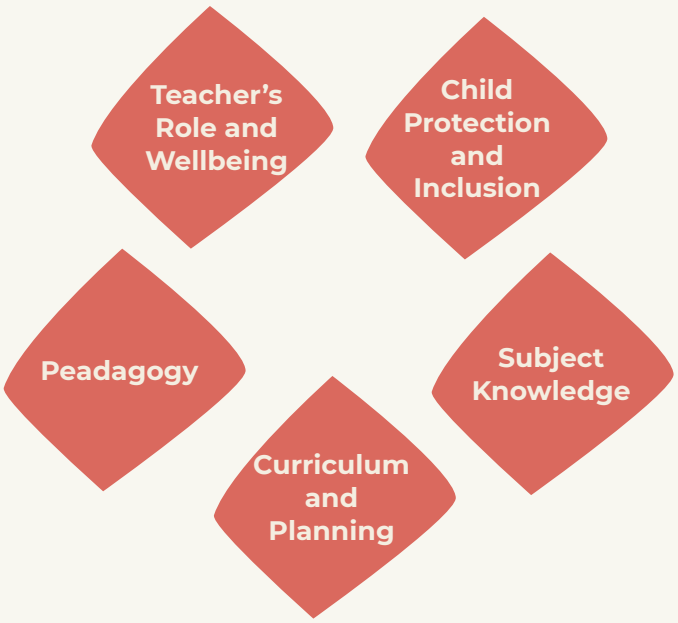
2. Child Protection and Inclusion, for a safe and fair learning environment that responds to individual differences.

3. Pedagogy (the principles and methods of teaching), which promotes active learning and interaction in the classroom.

4. Curriculum and Planning, for clear objectives and well-connected lessons and activities.

5. Subject Knowledge, and the skill of making content accessible at every learning level.

Under these domains the TCF describes key competencies for each level of professional performance: beginning, developing, intermediate, proficient and advanced levels. Teachers are expected to understand these competencies, reflect on their own level and take action to develop to the next competency level.



What is the Teacher Competency Framework?

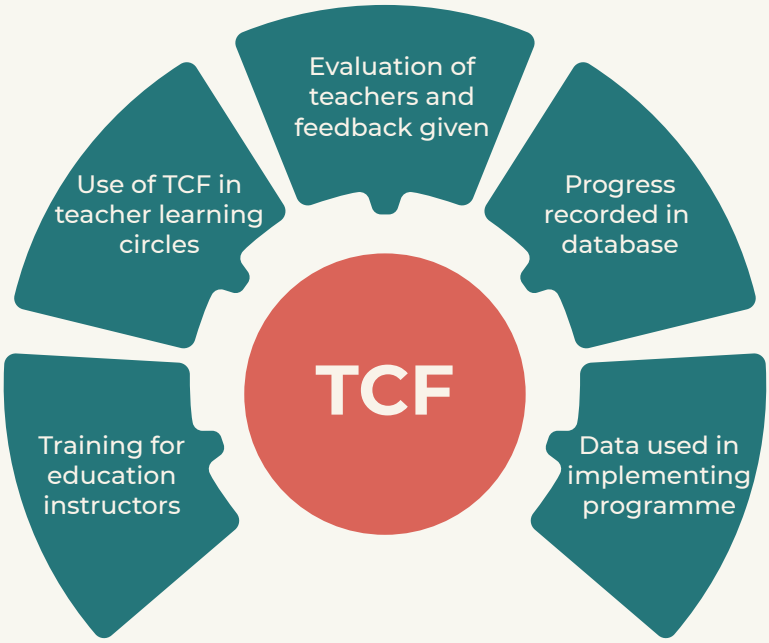
The TCF is a structured set of guidelines that defines the knowledge, skills and attitudes that ensures effective teaching. It outlines essential competencies that teachers must demonstrate – from pedagogical skills and subject expertise to classroom management and responsiveness to diverse student needs. It serves as a guide for teachers' professional development, a means for measuring performance and a clear roadmap for delivering quality education. It serves the following purposes:

- Sets clear standards and expectations for what teachers should know and be able to do at different stages of their careers.
- Provides a roadmap for teachers to develop their skills and knowledge and identifies where teachers need additional support, training or resources.
- Promotes consistency in teaching quality by defining common competencies across all teachers.
- Allows teachers to self-identify development needs and promotes reflection on how to achieve goals.
- Guides teacher performance evaluations by monitoring standards and holding teachers accountable for professional growth and student outcomes.
- Aligns teaching practice with broader educational goals, such as creative and critical thinking, foundational skills, safeguarding and inclusive practice.
- Supports educational reform, reflecting how teachers must respond to changes in policies, curriculum and pedagogic practice.
- Guides the pre-service teacher education curriculum and training to ensure congruence across the education system.

Assessment

The TCF structures assessment in three steps:

1. **Teachers' Self-Evaluation:** Leading to a personal development plan to track progress and identify learning resources to improve performance.
2. **Deputy Headteacher Evaluation:** Leading to tailored feedback and support. The Deputy Headteacher also records teacher performance in a database that is used at school and system-wide level.
3. **Instructor Evaluation:** Assessments with a random sample of teachers, covering 10% of the allocated schools, to ensure consistency and quality.



This assessment approach ensures that teacher development is evidence-based, collaborative and directly linked to measurable competencies.

Throughout the academic year, teachers work together in Learning Circles to discuss their practice, reflect on the competencies and plan better delivery. Topics for discussion are based on findings from previous training sessions, direct feedback from the field, educational priorities and specific needs identified by teachers.

Impact so far

Manahel has been supporting two Education Directorates to implement the TCF since 2019. More than 13,009 teachers (7,892 female teachers and 5,117 male teachers) have been included in the initiative with regular assessments of their progress since 2022.



"The framework helped me understand my students' difficulties more closely, especially in reading, and to welcome feedback. It is an excellent programme, smooth and very useful, I strongly recommend it."

Mohammad Abbas Al-Dibo, teacher

13,000

Teachers have been included in TCF since 2022.

61%

of teachers included in the TCF were female.

Manahel (Arabic: **مناهل**, sources of learning) is the operational name of the Syria Education Programme II, a primary education programme operating in the Syrian Arab Republic from September 2023 to September 2027 with a budget of £44.5 million. It is funded by UK aid and delivered by Chemonics UK with a consortium of Syrian and international partners including Action for Humanity, Social Development Direct, Takaful Al-Sham, the Assistance Coordination Unit, School-to-School International, Orange, Syria Development Centre and Ataa.

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