

Teacher Competency Framework

Information Brief



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:

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.

Teacher's
Role and
Wellbeing

Child
Protection
and Inclusion

Pedagogy

Curriculum
and Planning

Subject
Knowledge

What is the Teacher Competency Framework?

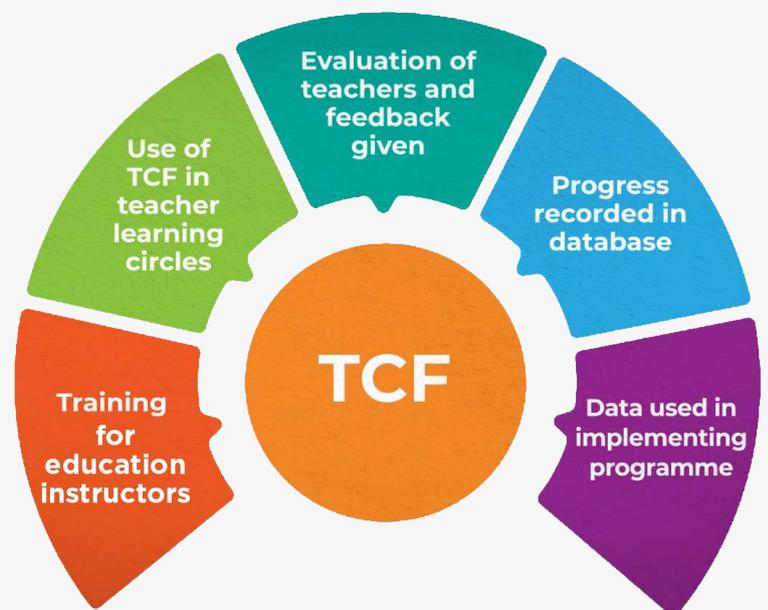
The TCF is a structured set of guidelines that defines the knowledge, skills and attitudes that ensures effective teaching. It outlines essential competencies that teachers must demonstrate – from pedagogical skills and subject expertise to classroom management and responsiveness to diverse student needs. 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 7,750 teachers have been included in the initiative with regular assessments of their progress since 2022.

During the 2023-2024 academic year, 2,259 teachers were assessed within the Teacher Competency Framework (57% female, 43% male). On average, 81.18% of teachers exhibited knowledge gain in their skills and classroom adaptations.

In the first semester of 2024-25, we've seen this increase to 95.33% of teachers demonstrating improvements in their skill and classroom adaptations.

This indicates meaningful growth in teaching practices, highlights the impact of targeted professional development and showcases the potential for the TCF in improving education across Syria.

7,750

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95%

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Manahel, which in Arabic means 'fountains' – of hope, of knowledge, and of life -, is the northwest component of the FCDO-funded Syria Education Programme (SEP). Delivered by Chemonics UK, Manahel provides education to primary school-aged children and, since 2018, has benefited over 600,000 children through school, home, and after-school education and by responding to children's psychosocial and protection needs.