

Wealth Declaration Exercise for Teachers Kicks off November 1

By Mwalimu News Team

All teachers have been directed to fill Government wealth declaration forms from November 1, 2021 in new guidelines published in the Kenya Gazette.

A July 30, 2021 Kenya Gazette Notice signed by TSC CEO Dr Nancy Macharia spells out new requirements for filling the wealth forms in accordance with the Public Officer Ethics Act, 2003. Those who fail to comply risk punishment by the Ethics and Anti-Corruption Commission.

Dr Macharia says the Commission will review each declaration of income, assets and liabilities to determine if they adhere to the requirements of the Ethics Act.

“The Commission shall review the information in the forms to determine if the assets are disproportionate to the income or whether there are concerns of impropriety, conflict of interest or any other breach to the Ethics Act,” she says.

Teachers and the Commission’s secretariat staff are required to declare their wealth every two years in accordance with the Act, which covers all employees in the public service. More than 3,000 teachers and secretariat staff who last year failed to meet the declaration deadline had their salaries withheld for two months. The Commission, however, released the salaries because the guidelines for the declaration process had not been gazetted. Those who contravene the requirements face a fine of KSh1 million or a year’s jail term.

The TSC submits to the EACC, two-year declarations every July 31 stating the number of people on its payroll. It is also required to state the total number of public officers who have submitted declarations within the prescribed time and those who have failed as of June 30 every year.

The rules were introduced in 2015 through a residential executive order to bolster the war on corruption among public service workers. The wealth declaration exercise will close on December 31, 2021.

Step by Step Guide to Filling WEALTH DECLARATION FORM

1

ACCESSING THE PORTAL

- Open TSC portal www.tsc.go.ke
- Go to Teachers Online Services
- Click on Declaration of Income, Assets and Liabilities

2

CREATING PASSWORD (FIRST TIME USERS)

- Enter your TSC number
- Provide your mobile number and VALID e-mail address
- Set your preferred password and repeat to confirm

3

LOGGING INTO THE SYSTEM

- Type in your TSC number
- Enter your password and click on Log in button
- Select Wealth Declaration menu and click on General Info

4

GENERAL INFO & BIO DATA

- Read through the general information and click:
 - Bi Annual: for declarations done every two years
 - Starting Declaration: for newly employed staff
 - Exit Declaration: for exiting employees
- Fill in the basic details

5

DECLARING INCOME, ASSETS AND LIABILITIES

- Click on the appropriate tab to capture the liabilities, Income and Assets statements

6

CAPTURING OTHER INFORMATION

- Enter any other relevant information in the fields provided

7

CAPTURING WITNESS DETAILS AND VIEWING DECLARATION SUMMARY

- Enter witness details
- Click on ‘view summary’ to verify the information
- Click submit; a confirmation message will be sent to your inbox

TPD Key to Addressing Teaching Gaps in Profession

By Kaboye Ngugi

The planned rollout of the Teacher Professional Development (TPD) programme will benefit teachers as it seeks to promote professionalism in the teaching service. First, TPD modules are aimed at identifying and addressing teaching gaps.

Under the current Teacher Professional Appraisal and Development (TPAD) system, an appraiser is required to identify gaps in an appraisee’s teaching and indicate the interventions needed. Usually, the appraisers include the head of institution, the deputy head and senior teachers in charge of departments.

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Why Teachers Professional Development is Key

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While the head of institution is appraised by the TSC sub-county director, the deputy head appraises heads of department, who in turn appraise the teachers under them. It is not uncommon for the appraisers and appraisees to disagree on the teaching gaps identified especially during lesson observation. In reality, many appraisers deliberately avoid discussion on the gaps identified so as not to antagonise the appraisee. This means that the appraiser sweeps the identified gaps under the carpet for the sake of harmony in the department and the staffroom. With the rollout of TPD modules, teachers would have an opportunity to have their teaching gaps identified by the lecturers and not a teacher in their school. Any interventions required to address the gaps would be discussed with honesty since the teacher will not harbour any feeling of being belittled by the lecturer.

One of the grey areas that affect learning outcomes is the methodology in teaching. Many teachers, whether newly employed or those with years of experience, face daily struggles in adjusting their teaching method depending on the topic of the day. It is therefore critical that teachers are kept abreast with fresh skills to improve content delivery for the benefit of learners. Besides, the TPD programme lays a strong foundation for teachers' promotion. Those who successfully undertake the modules and whose licences are renewed would have the evidence to show during promotion interviews eliminating cases where some teachers feel left out on promotions. The current requirement where teachers present TPAD scores during interviews may have disadvantaged some teachers owing to personal differences with appraisers.

It is important to acknowledge that teacher education in the country has never been standardised. Teacher training colleges and universities have different curricula. This is evident in the way teachers from different colleges execute tasks at the school level. One example is in the use of the white/black board, preparation of schemes of work and keeping of work records. The TPD rollout is expected to bring to an end the debate on whether or not teachers are professional. The teaching licence that would be issued to those who undertake the modules will place teachers at the same level as doctors and lawyers as well as other professionals who are required to regularly improve their skills through in-service training. Moreover, the introduction of the Competency Based Curriculum (CBC) makes a strong case for teachers to be equipped with new knowledge and skills to implement the system. This will help in building confidence and competence among teachers as they endeavour to address emerging challenges in teaching and to improve learning outcomes. It is time we teachers embraced the TPD programme.

The writer is a Deputy Principal at a school in Namanga.
kaboyengugi@gmail.com

Teachers Feted at World Teachers Day Celebrations

On October 5, the TSC joined the rest of the world in celebrating World Teacher's Day (WTD) 2021. During the event, TSC recognised 31 of the most outstanding teachers who have demonstrated exemplary performance in teaching, management and effective delivery of the curriculum. The event was graced by key stakeholders including KUPPET, KEPSHA, KESSHA and KNUT top leadership.



Teachers celebrate World Teacher's Day at KICD on October 5, 2021



From left: Indimuli Kahi, KESSHA National Chairman, Akello Misori, KUPPET Secretary General, Johnson Nzioka, KEPSHA Chairman and Collins Oyu, KNUT Secretary General join teachers at the WTD celebrations

Interviews for Teachers' Promotion Start on November 1

Interviews for the promotion of 2,419 teachers in primary and secondary schools start on November 1 2021.

The interviews will be conducted at TSC regional and county offices until November 12. Shortlisted candidates comprise chief principals, principals, deputy principals, headteachers, deputy headteachers and senior teachers.

The interviews will also see 1,376 teachers who are serving as heads and deputy heads in Arid and Semi-Arid Lands (ASALs) and Hard-to-Staff regions promoted. The promotions are in line with the Career Progression Guidelines (2018). In the last one year, the Commission promoted more than 100,000 teachers under the 2017-21 Collective Bargaining Agreement (CBA).

Commission Flags Alcoholism as a Serious Medical Issue

Alcohol abuse is associated with social, economic, psychological and physical challenges on the individual, family and the community. And we recognise that some of our teachers are/have fallen victims to alcoholism leading to, among other issues, absence from work.

The TSC treats alcoholism among teachers as a chronic health problem that needs intervention by counsellors, colleagues and close family members and we have put systems in place to help the victims. At the school level, once the immediate supervisor identifies a teacher who has an alcohol or drug-related problem, s/he should refer them to the Sub County or County Director, who in turn should refer the patient to the Wellness section at the TSC headquarters.

The Wellness officer will ask the teacher to bring a next of kin to help in the assessment of the case, before referring the victim to a rehabilitation or psychiatric facility. If a teacher is admitted to any of the centres, s/he should write a letter to apply for sick leave to enable him/her go through the 90-day programme. This letter, accompanied with an admission letter from the facility should be brought to TSC (Wellness) to allow TSC write to the respective County Directors asking them to grant the sick leave. Often, a teacher is discharged after the 90 days, after which, s/he should report to TSC Wellness section with a discharge summary and a certificate from the facility for a recommendation to be posted to a school.

Whether you are a head of institution, a colleague or a spouse of a teacher with a drinking problem, you can play a critical role in offering psychosocial support by doing the following:



Head of Institution

- Offer advice to the teacher at a personal level.
- Have an external addiction counsellor talk with the teacher.
- Involve the teacher’s spouse or a trusted relative to persuade him/her to moderate the habit.
- Take the necessary administrative action to facilitate admission to a rehabilitation facility.

Fellow Teachers

- Do not condemn or profile victims.
- Do not abet their behaviour by covering them up when absent, attending their lessons, or giving them money for drinks.
- Introduce them to recovering addicts groups such as the Alcoholic Anonymous (AA) fellowship.

Spouse

- Show the alcoholic love and try to understand him/her.
- Try to find out if there are underlying issues beneath the addiction and assist them where you can.
- Don’t give up on an alcoholic but ensure that s/he gets a meal and a change of clothes daily. Denying them such privileges worsens the situation and they become unkempt and malnourished, making them vulnerable to other medical conditions.
- Communicate with the head of institution, Sub County Director or County Director for a joint rescue strategy.
- Persuade and assist them to go for rehabilitation.

Know Your Regional & County Directors for Kiambu



Regina Opondo, County Director



Juliet Kariuki
Regional Director, Central Region



Jedidah Wambugu
Sub County Director, Kikuyu



Faith Kanana
Deputy County Director & Sub
County Director, Kiambu



Janice Kakuvi Daudi
Sub County Director, Thika East



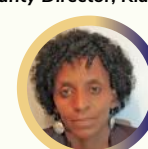
Kenneth Kinyua Thurania,
Sub County Director, Githunguri



Willy G. Gondi
Sub County Director, Limuru



Francis Munyori
Sub County Director, Thika West



Winnie Strong,
Sub County Director, Juja



Eunice Wanjiku Kariuki
Sub County Director Gatundu
South



Catherine Gikuhi
Sub County Director Gatundu
North



Betty Soy
Sub County Director, Kabete



Samuel Lagat
Sub County Director, Lari



Gladys Mora Mogamba,
Sub County Director, Kiambaa



Kaingu Chimako Hanjari
Sub County Director, Ruiru

Principal who Fights FGM, Child Marriages in West Pokot



Jamal with schools girls in West Pokot. A principal, she has been involved in rescuing girls from FGM and child marriages

Jamal Murrey is the Principal at Propoi Girls Secondary School in West Pokot. She is also a volunteer at "I Support Responsible (I-Rep)," which fights against Female Genital Mutilation (FGM), forced child marriages and Gender Based Violence (GBV). She tells us how she has been involved in fighting these cultural practices in the County and beyond.

"When I first started to teach in West Pokot 20 years ago, I was shocked by the prevalence of these practices. My first shocker came when two bright girls from my class went home on a holiday, got the 'cut' and were married off, never to return. When I asked around, nobody seemed concerned and I was told that was the culture. With time, I came to learn that FGM is viewed as a source of pride by virtue of the bride price the 'cut' girls fetch.

Over the years, I have lost many students to FGM and subsequent child marriages. Some of them confide in me about the pressures at home to get married.

My turning point came in 2015 during one of our Kenya Secondary School Heads Association (KESSHA) national conferences when Mrs Jebii Kilimo, the then chair of the Anti-FGM Board, shared a horrifying video of girls being forced to undergo FGM. The video was so traumatising that it moved the audience to tears. It also emboldened me to fight and protect the girls whether under my care or not. Shortly after, I joined I-Rep Foundation as a volunteer. We rescue girls and offer them psychosocial support before enrolling them back in schools. I have also convinced my school board of management to give full scholarships to the bright but needy rescued girls.

We currently have about 50 girls in our safe houses who are in various classes in primary and secondary schools. We also implement other strategies such as father's day where male parents and guardians come and spend the day with their daughters. Our mentorship also extends to boys to encourage them to delay becoming morans at the expense of studies and to keep off from substance abuse. With support from partners, I-Rep holds community awareness campaigns and introduces members to alternative sources of income, such as beekeeping and beadwork.

The greatest joy of my advocacy is in seeing rescued girls transition from secondary school to college and university."

Recognition

TSC Receives Distinguished Taxpayer Award



Dr Nancy Macharia, TSC CEO receives from H.E. President Uhuru Kenyatta, an award in recognition of the Commission as a top taxpayer in the Public Sector Agency Category during this year's taxpayers day on October 29

CONTACTS

**Teachers Service Commission, TSC House, Upperhill along Kilimanjaro Road
P.O Box Private Bag, 00100, Nairobi; Tel: 020 2892000**