MINISTRY OF EDUCATION, AND
SPORTS

*COMPETENCY PROFILE FOR TEACHER EDUCATORS
IN HIGHER INSTITUTIONS IN UGANDA*

MAY 2019

MINISTRY OF EDUCATION, AND SPORTS

COMPETENCY PROFILE FOR TEACHER EDUCATORS IN HIGHER INSTITUTIONS IN UGANDA

May 2019

Table of Contents

List of Tables

Abbreviations and Acronyms

ATE: Association of Teacher Education

MoES: Ministry of Education and Sports

TEAC: Teacher Education Accreditation Council

UNESCO: United Nations Education and Scientific Cultural Organisation

Foreword

The Government of Uganda, through the Ministry of Education and Sports, is committed to enhancing the quality of education at all levels through, among others, improving the quality of the teacher – a key input into the process of transforming the learners with knowledge, skills and attitudes. However, this process is only possible through improving the quality of the teacher educator – the teacher of teachers – in view of the notion that the quality chain in education begins and ends with the teacher educator. Cognisant of the above, the Ministry developed a competency profile for the tutor in 2016.

The Ministry priortised the development of the competency profile for teacher educators at university level in the 2017/2018-2019/2020 Strategic Plan. It is in line with this strategic action that this competency profile has been developed. The profile is expected to clarify for teacher educators and their managers the key competencies and duties expected of them at the level of higher learning institutions. It is also intended to guide the assessment of teacher educators' performance in line with the expected professional standards.

The implementation of the competency profile will go a long way in strengthening the quality of the teacher educator and improving the quality of the teaching force.

I, therefore, call upon all players, particularly universities, to align the curriculum for teacher education programmes to the competency profile.

For God and My Country

ALEX KAKOOZA

PERMANENT SECRETARY, MINISTRY OF EDUCATION AND SPORTS

Acknowledgements

Executive Summary

The teacher educator is an indispensable player in enhancing the quality of education. Just as the quality of the teachers affects the learning results of students/pupils, the quality of teacher educators affects the quality of the teaching force. It is often asserted that the quality chain in education begins and ends with the teacher educator. Despite this recognition, there are few education preparation programmes for becoming a teacher educator. Therefore, the majority of the teacher educators have to develop their professional competencies on the job.

Cognisant of the invaluable contribution of teacher educators to enhancing the quality of education, the Education and Sports Sector Strategic Plan (2017/2018/2019/2020) –under the strategic objective of enhancing the quality and relevance of training –priortised the development of a competency profile for teacher educators at university level in 2018/2019 financial year. It is against this backdrop that the Ministry of Education and Sports (MoES), with the support of UNESCO, has developed this competency profile (a detailed set of competencies required to successfully execute a particular job) for teacher educators.

The development of the profile was preceded by identifying the teacher educators' duties and competencies. The competency profile for teacher educators at higher learning institutions is anchored in seven duties or areas of professional practice of the teacher educator and six generic standards. The six areas of practice, which resonate with the triple missions of higher education institutions, are: teaching; scholarship (developing new knowledge and curricula); assessment and gatekeeping; programme development, management and review; public advocacy; collaboration; and enhancing the teacher education profession.

On the other hand, the six generic standards of the teacher educator's job are:

(a) Demonstrating content and professional competencies and accepted best practices in teacher education.

(b) Engaging in research and contributing to new knowledge in the field of teacher education.

(c) Providing leadership and/or participating in the development, implementation and evaluation of teacher education programmes that meet the needs of the market, are grounded in research, and comply with best practice.

(d) Collaborating with key stakeholders to enhance teaching, research and student learning.

(e) Serving as an informed, constructive advocate for high quality education for all the students.

(f) Contributing to improving the teacher education profession.

Based on the six generic standards, the competency profile specifies 25 performance indicators and 84 descriptors.

The competency profile for teacher educators has not been developed in a vacuum. It envisaged to aid:

• Teacher educators to pursue continuous professional development, excellence in their profession, and personal development goals;

- Higher education institutions to prepare quality teacher educators who meet the required standards;
- Higher education institutions to assess the quality of performance of teacher educators;
- The Ministry of Public Service in the implementation of the Scheme of Service for the teaching service in Uganda and particularly in national teachers colleges;
- The Education Service Commission in the recruitment, promotion and retirement of teacher educators in national teachers colleges;
- Policy makers in the process of developing policies regarding teacher education;
- Communities in assessing the quality of teacher educators; and
- The Ministry of Education and Sports in benchmarking the competencies of teacher educators against those of other countries.

Key Definitions

Assessment	The means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not.
Competence	The ability to perform tasks common to an occupation at an acceptable level. Competence-based education and training means that : (a) programmes have content directly related to work; (b) focus is on 'doing something well'; (c) assessment is based upon industry work standards; and (d) curricula are developed in modular form.
Competency Profile	A detailed set of competencies required to successfully execute a particular job.
Duty	A large area of work in performance terms. A duty serves as a title for a cluster of related tasks (see also: Task).
Standard	The definition of knowledge items and skills in a specific field that should be held in order to be considered competent..
Task	The smallest unit of job activities with a meaningful outcome. Tasks result in a product, service or decision. They represent an assignable unit of work and have a definite beginning and end point, can be observed and measured (see also: Duty).
Teaching Educator	Academics who teach professional courses and didactics within initial teacher training programmes

Chapter **1:**

Background

This section provides the background to the competency profile for teacher educators in higher learning institutions in Uganda and the purpose of the competency profile.

1.1   Background to the Competency Profile

Enhancing the quality of education at all levels of Uganda's education system is high on Government's agenda. There seems to be a consensus in the local education policy discourse that the teacher, by virtue of his/her unique location at the learner-academic interface, has a significant influence on the quality of education. The nexus between the teacher and the quality of education is expressed in the Framework for Initial Teacher Training in Uganda as follows: "No country can have a better quality of education than the quality of its teachers" (Ministry of Education and Sports [MoES], 2016, p.2).

Arguably, improving the quality of the teacher could inadvertently elude policy makers in the education sector if unparalleled attention is not paid to the teacher educator. Just as the quality of the teachers affects the learning results for students/pupils, the quality of teacher educators affects the quality of the teaching force. It is often argued, and rightly so, that the quality chain in education begins and ends with the teacher educator. However, few education preparation programmes exist for becoming a teacher educator in Uganda. Consequently, teacher educators have to develop their professional competencies on the job.

Cognisant of the invaluable contribution of teacher educators to enhancing the quality of education, the Education and Sports Sector Strategic Plan (2017/2018/2019/2020) – under the strategic objective of enhancing the quality and relevance of training –priortised the development of a competency profile for teacher educators at university level in the 2018/2019 financial year.

It is against this backdrop that the Ministry of Education and Sports (MoES), with the support of UNESCO, has developed this competency profile (a detailed set of competencies required to successfully execute a particular job) for teacher educators.

1.2   Purpose of the Competency Profile

The competency profile will assist:

(a) Teacher educators in pursuing continuous professional development, excellence in their profession, and personal development goals;
(b) Higher education institutions in preparing the quality teacher educators who meet the required standards;
(c) Higher education institutions in assessing the quality of performance of teacher educators;
(d) The Ministry of Public Service in the implementation of the Scheme of Service for the teaching service in Uganda and particularly in national teachers colleges;
(e) The Appointing Authorities in the recruitment, promotion and retirement of teacher educators;
(f) Policy makers in the process of developing policies regarding teacher education;
(g) Communities in assessing the quality of teacher educators; and
(h) The Ministry of Education and Sports in benchmarking the competencies of teacher educators against those of other countries.

Methodology

The development of the competency profile followed a structured process. This process comprised the following stages:

(a) Identifying the responsibilities that teacher educators have with respect to the learners, the institution and education community, and society at large as the starting point for developing the professional profile for teacher educators.

(b) Undertaking a review of the competencies of teacher educators. The Flemish Teacher Educator Development Profile (VELOV) (2012) and the requirement for a teacher education faculty by the Association of Teacher Education (ATE) and the Teacher Education Accreditation Council (TEAC) of the United States.

(c) Reviewing teacher educator competencies in extant literature on teacher education.

(d) Preparing the draft competency profile for teacher educators.

(e) Sharing the profile with the teacher technical team at the MoES and other stakeholders.

(f) Validation of the competency profile at a workshop that was held from 15 to 17 April 2019 at Botanical Beach Hotel, Entebbe, and that brought together stakeholders from selected Government Ministries, Departments and Agencies (MDAs) along with non-state actors, including education development partners, civil society organisations and the private sector.

(g) Finalising the competency profile.

Competency Profile of the Teacher Educator

3.1   Introduction

This competency profile comprises seven duties of the teacher educator in higher education institutions. The duties resonate with the triple missions of the university: teaching (knowledge dissemination); research (knowledge generation); and the third mission or community service (knowledge application). These duties are highlighted in **Table 1** below:

Table 1: Duties/Domains of the Teacher Educator

No	Duties/Domain	Explanation
1.	Teaching	This domain entails facilitating and supporting the reflective learning process for student teachers. Within this domain, teacher educators are required to model teaching and demonstrate content and pedagogical knowledge, skills and dispositions.
2.	Scholarship (developing new knowledge and curricula)	This responsibility pertains to creating new knowledge, consisting of practical knowledge in the form of new curricula and learning programmes for teacher education and schools, as well as theoretical knowledge generated from research (Celik, 2011).
3.	Assessment and Gatekeeping	This entails both formative assessment (assessment for learning) and summative assessment that requires teacher educators to act as gatekeepers and decide who has the requisite competencies to become a teacher.
4.	Programme Development, Management and Review	This duty relates to the development and maintenance of quality programmes for initial teacher training and for teachers' continuous professional development after certification.
5.	Collaboration	This domain is concerned with collaborating with stakeholders within the higher education institutions, other higher education institutions and policy makers.
6.	Public Advocacy	Under this role, teacher educators have the responsibility to advocate high quality education for all students at all levels. The advocacy role can be performed both within and outside the profession. The advocacy role is intended to influence decision makers to make the necessary changes to laws and government policies.
7.	Teacher Education Profession	This role relates to teacher educators' responsibility for enhancing their profession. They should, therefore, serve as members of national and professional organisations.

3.2   Duties and Task of the Teacher Educator

The table below presents the duties and a series of tasks associated with each duty.

Table 2: Duties of a Teacher Educator and Associated Tasks

Duties	Tasks				
Duty A	**A1**	**A2**	**A3**	**A4**	**A5**
To deliver teaching	To consult the curriculum	To determine the learning outcomes	To select the content	To prepare teaching materials	To determine teaching methods
	A6	**A7**	**A8**	**A9**	**A10**
	To determine learning activities	To prepare lesson notes	To prepare lesson plans	To determine and organise the learning venue	To determine projects, e.g. exhibitions
	A11	**A12**	**A13**	**A14**	**A15**
	To deliver lessons	To administer assignments	To manage the learning process	To evaluate the teaching and learning process	To take remedial action
Duty B	**B1**	**B2**	**B3**	**B4**	**B5**
To generate new knowledge and curricula	To reflect on the research themes	To identify research topics	To identify research problems	To write research proposals	To write research grant proposals
	B6	**B7**	**B8**	**B9**	**B10**
	To publish research findings	To disseminate research findings (articles/policy briefs)	To design course syllabi	To supervise students' research	To assess students' research projects/reports
Duty C	**C1**	**C2**	**C3**	**C4**	**C5**
To assess student teachers	To prepare assessment scheme	To determine areas of assessment	To set objectives for assessment	To prepare assessment instruments	To moderate assessment instruments
	C6	**C7**	**C8**	**C9**	**C10**
	To prepare scoring guide	To prepare resources for assessment	To sensitise learners on assessment rules and regulations	To administer assessment	To assess learners' competencies
	C11	**C12**	**13**		
	To prepare mark sheets	To analyse assessment results	To provide feedback on assessment		
Duty D	**DI**	**D2**	**D3**	**D4**	**D5**
To develop programmes	To assess teacher education needs	To prepare a needs assessment report(s)	To develop the graduate profile(s)	To design programmes based on needs and graduate profile(s)	To present new and/or revised programme to stakeholders
	D6	**D7**	**D8**	**D9**	**D10**
	To integrate stakeholders' views	To present new and/or revised programmes to relevant organs	To seek approval/ accreditation of the programmes	To develop materials to meet programme requirements	To

Duty E	E1	E2	E3	E4	E5
To collaborate with stakeholders	To support teacher education in schools	To participate in fora about teacher education	To design proposals for collaboration	To participate in cross-disciplinary research	To design joint training programmes
	E6	E7			
	To participate in collaborative activities	To develop collaborations			
Duty F	F1	F2	F3	F4	F5
To engage in public advocacy	To identify educational issues/problems	To research on education issues	To prepare policy briefs/papers on education issues	To submit policy briefs/papers	To participate in forums on educational issues
	F6	F7			
	To participate in media events	To write media articles on educational issues			
Duty G	G1	G2	G3	G4	G5
To enhance teacher education profession	To enroll in or subscribe to professional organisations	To actively participate in professional organisations	To serve as editor/ review of teacher for teacher education organisations	To review resources designed to enhance the profession	To mentor colleagues to achieve professional excellence
	G6	G7			
	To design and/or implement induction programmes for teachers	To develop resources for use in teacher education			

3.3 Enablers for the Competencies to be Acquired

The review of teacher educators' competencies and the benchmarking of the competencies revealed enablers for the competencies to be acquired. These include the requisite knowledge and skills, attitudes and behaviours, and tools and equipment:

3.3.1 Generic knowledge and skills

1. Knowledge about pedagogy

2. Didactical knowledge (knowing how to transfer knowledge to others)

3. Demonstrated proficiency in the subject area or subject matter

4. Ability to offer positive and constructive (corrective) feedback

5. Knowledge about current research in teaching, learning and teacher education

6. Knowledge about curriculum development

7. Ability to evaluate programmes

8. Knowledge about the current education system

9. Ability to conduct research and disseminate research findings

10. Ability to use a variety of assessment methods

11. Knowledge of professional ethics

12. Ability to counsel, mentor and develop others

13. Self-confidence, entrepreneurial spirit and skills

14. Knowledge of contemporary issues in education

15. Ability to manage time

3.3.2   Attitudes, traits and behaviours

1. Open to others

2. Good listener

3. Risk-taking

4. Open to feedback

5. Imitative

6. Dedication

7. Commitment

8. Self-awareness

9. Reflective practice

10. Commitment to ongoing professional development

11. Confidence

12. Empathy

13. Exemplary

14. Caring

15. Leading by example

16. Decisiveness

17. Self-control

18. Self-discipline

19. Principled

20. Approachable

3.3.3   Tools, equipment and materials

1. Stationary

2. ICT equipment

3. Instructional materials

4. Transport

Chapter **4:**

Overview of Knowledge, Skills and Attitudes

This section highlights what teacher educators are expected to know, understand and be able to do regarding each duty to achieve excellence in their work. A teacher educator must be a model in all the seven competency areas.

4.1 The Teacher Educator as a Content Expert (Content Competencies)

4.1.1 Knowledge and understanding

The teacher educator knows about:

- The evolution, structure and application of the subject he/she teaches.
- The current structure of education in Uganda.
- The legal and policy framework for teacher education in Uganda.
- The professional profile and basic teacher competencies.
- Recent developments relating to content and skills in his/her discipline, subject didactics and teacher education didactics.

4.1.2 Professional qualities

The teacher educator is committed to:

- Continuous development of his/her knowledge of the subject content.
- Taking part in professional development activities relating to being a teacher educator.

The teacher educators are able to:

- Acquire and maintain knowledge and skills concerning his/her own discipline, e.g. the content being taught, content pedagogy and educational theory.
- Translate his/her knowledge of the subject and subject didactics into teacher education for student teachers.
- Reflect critically on the value of subject content in terms of learning, psychology and didactics.
- Encourage student teachers to continuously develop their knowledge of the subject content and general/subject-specific didactics.

4.2 The Teacher as an Education Specialist (Pedagogical Competencies)

A teacher educator's subject is teacher education.

4.2.1 Knowledge and understanding

The teacher educator knows about:

- The social and historical context which influences conceptions about teacher education and its structure.
- How student teachers learn and how they become competent teachers.

- The constructivist approaches to teaching and learning.
- How individuals learn, feel and develop.
- The teaching and supervision of pupils in the various school subjects..
- The development, implementation and evaluation of teacher education programmes.

4.2.2 Professional qualities

The teacher educator is committed to:

- Explaining his/her own conceptions of good teaching to student teachers and fellow teacher educators.
- Seeking input for the renewal of his/her own didactic repertoire.

The teacher educator is able to:

- Create a stimulating learning environment for students.
- Translate new developments in education and in his/her own area of expertise into his/her teacher education practice.
- Renew and develop his/her own didactic repertoire.
- Provide teacher education based on his/her own conceptions about good teaching.
- Describe, explain and justify didactic choices in teacher education.
- Link the experiences of student teachers, deepen their experiences and link the experiences to educational theories and thus encourage the student teachers to draw conclusions from the general experiences.
- Develop and administer assessment tests, and offer feedback on students' progress.
- Assess students' capabilities for the teaching profession.
- Stimulate student teachers to reflect on their experiences, and to assess themselves on their capabilities for the teaching profession.
- Assist student teachers in the planning, execution and evaluation of lessons.
- Use a range of techniques in observing, analysing and discussing teaching situations.
- Analyse, assess and discuss teaching situations with teacher trainers based on his/her subject didactic insights.

4.3 The Teacher Educator as a Supervisor of Learning and Development Processes (Facilitation of Learning)

4.3.1 Knowledge and understanding

The teacher educator knows about:

- Learning theories and their significance for the supervision of student teachers.
- The historical and social background of learning theories.
- Learning processes in adults, pupils and student teachers.
- The development phases that students go through on their way to becoming teachers.

- Methods that stimulate student teachers' learning.
- Methods for documenting and assessing the development of student teachers.

4.3.2 Professional qualities

The teacher educator is committed to:

- Seeing mistakes of student teachers as a learning opportunity in the first place.
- Personally reflecting on his/her learning, teaching and supervision and adapt hem to the needs of student teachers.
- Demonstrating an appropriate self-image.

The teacher educator is able to:

- Explain and defend his/her own vision of professional development of teachers.
- Explain the theoretical aspects of learning processes in pupils and student teachers.
- Encourage student teachers to reflect on their own personal and professional capabilities and needs.
- Encourage student teachers to assume self-direction of their own learning process.
- Evaluate and discuss the progress and results for student teachers.

4.4 The Teacher Educator as a Supporter and Supervisor of Personal, Social and Interactive Processes (Coaching)

4.4.1 Knowledge and understanding

The teacher educator knows about:

- Coaching techniques.
- The theory of education and group dynamics.
- A variety of instruments and methods for self-evaluation.

4.4.2 Professional qualities

The teacher educator is committed to:

- Empathising with student teachers (seeing what their needs, capabilities, emotions, limits and ambitions are).
- Showing respect.
- Seeing faith in the talents of student teachers and their capacity to develop further.

The teacher educator is able to:

- Create an atmosphere that is conducive to working and studying in a group of student teachers by initiating group dynamic processes and by stimulating interaction between him/herself and student teachers and among the student teachers themselves.
- Tailor his/her supervision method to the development phase the individual student teachers

have reached and to the questions, needs, problems and learning questions of the student teacher.

- Show empathy, acceptance and genuineness to the beginning teacher.
- Encourage student teachers to reflect on their experiences, to assume responsibility for their learning process and to engage in self-assessment of their professional development.
- Assess the suitability of student teachers using the relevant data.

4.5 The Teacher Educator as a Creator of New Knowledge (Scholarship)

4.5.1 Knowledge and understanding

The teacher educator knows about:

- The most recent educational research in learning, teaching and teacher education for student teachers.
- The process of conducting educational research.

4.5.2 Professional qualities

The teacher educator is committed to:

- A research-oriented approach to teaching.

The teacher educator is able to:

- Integrate the results of recent educational research into the teacher education of student teachers.
- Conduct research or make academic contributions relating to topics connected with education, learning and/or teacher education.
- Supervise student teachers in developing a research-oriented attitude and in the execution of action research.
- Set up, execute and evaluate action research projects with student teachers.

4.6 The Teacher Educator as a Member of the Education Community (Community Service)

4.6.1 Knowledge and understanding

The teacher educator knows about:

- The broad educational field.
- The functioning of relevant knowledge networks.
- National, regional and international developments in the wider educational field.

4.6.2 Professional qualities

The teacher educator is committed to:

- Advocating good teaching for pupils and student teachers.

- Providing explicit and substantiated explanations of his/her own standpoint with regard to topics of education policy.

The teacher educator is able to:

- Work together with representatives of schools, universities, policy-making organs, professional groups and organisations to improve learning, teaching and teacher education in a regular and meaningful manner.
- Participate in social debates about educational issues.
- Contribute to the implementation or discussion of educational innovations and teacher education.
- Contribute to knowledge generation about teaching and learning.
- Build and maintain a regional, national and international network relevant to the job of a teacher educator.

4.7 The Teacher Educator as a Member of the Education Team (Organisational Competencies)

4.7.1 Knowledge and understanding

The teacher educator knows about:

- A variety of formats for collegial learning.
- Basic organisation theory.
- The micro-political and socialisation processes in organisations.
- The influence of the hidden curriculum on their own teacher education.
- Effective communication with their own organisation.

4.7.2 Professional qualities

The teacher educator is committed to:

- Working with teaching colleagues to supervise the professional development of student teachers.
- Sharing the results of his/her own work with colleagues.
- Seeking advice from colleagues in areas of learning, teaching and teacher education.
- Helping beginning colleagues settle in their duties, teacher education and organisational culture.

The teacher educator is able to:

- Work with others in multi-disciplinary, self-directed teams.
- Actively contribute towards the development and implementation of the organisation's vision and policy.
- Participate constructively and effectively in a variety of consultative bodies and collaborative structures within his/her own organisation.

Career Progression

The current career progression of teacher educators in higher learning institutions are as shown below:

(a) Professor

(b) Associate Professor

(c) Senior Lecturer

(d) Lecturer

(e) Assistant Lecturer

Chapter 6: Assessment

Assessment of competencies should be based on each duty or domain by establishing the number of tasks or performance units that an individual is able to execute over the total number of tasks in a particular duty. The resultant figure for all the duties should be converted into a percentage score. This process should be repeated for all the duties.

Table 3: Assessment Modalities

No.	Duty	# of tasks per-formed correctly	% score per duty	Comments/key observations
1	Teaching			
2	Scholarship			
3	Programme development, imple-mentation, and review			
4	Collaboration			
5	Public advocacy			
6	Teacher education profession			

The overall performance score for all the duties and tasks should be computed and graded as in the table below:

Table 5.2: Computation of the Overall Performance

Marks (%)	Grade	Interpretation
80 – 100	A	Excellent (Exceptionally Competent)
70 – 79	B	Very Good (Very Competent)
60 – 69	C	Good (Quite Competent)
50 – 59	D	Fair (Fairly Competent)
40 – 49	E	Marginal Fail (Not Competent)
Below 40	F	Fail

Chapter **7:**

References

1) Association of Teacher Education (ATE). *Standards for Teacher Educators*. United States.

2) British Council (n.d.). *Continuing Professional Development (CPD) Framework for Teacher Educators*. Available at: www.teachingenglish.org.uk

3) Celik, S. (2011). Characteristics and competencies for teacher educators: Addressing the need for improved professional standards in Turkey. *Australian Journal of Education*, 36(4),73-87.

4) Ministry of Education and Sports (MoES) (2016). *A Harmonized Framework for Initial Teacher Training in Uganda*. Kampala: MoES.

5) Ministry of Education and Sports (MoES) (2017). *Education and Sports Sector Strategic Plan* 2017/18 - 2019/20. Kampala: MoES.

6) VELOV (2012). *The Flemish Teacher Educator Development Profile*.

7) Ministry of Education and Sports (MoES) (2014).*Teacher Issues in Uganda: A Shared Vision for an Effective Teacher Policy*. Kampala: MoES.

Appendix 1: Generic Standards for Teacher Educators

Domain(s)	Standards	Performance Indicators	Descriptors
Teaching	The Teacher Educator demonstrates content and professional competencies and accepted best practices in teacher education	The Teacher Educator models effective instruction to meet the needs of diverse learners	The Teacher Educator: • Demonstrates exemplary practices • Uses learner-centred approaches • Communicates own teaching philosophy • Monitors learners' progress throughout the lesson • Commits him/herself to reflective practice • Aligns own teaching and behaviour during teacher learning activities
		The Teacher Educator models reflective practice to foster student reflection	The Teacher Educator: • Employs experiential learning techniques • Challenges learners to reflect on their experiences to draw conclusions
		The Teacher Educator commands mastery of the subject content	The Teacher Educator: • Uses own research works • Links theories to practices • Presents concepts in a logical way • Allows progressive development of concepts • Uses up-to-date information • Responds accurately to learners' questions
		The Teacher Educator demonstrates mastery of pedagogy	The Teacher Educator: • Uses different instructional strategies appropriate to the diversity of learners • Uses planned instructional strategies effectively • Uses learners' feedback appropriately
		The Teacher Educator demonstrates a range of assessment methods, including use of technology	The Teacher Educator: • Uses a variety of assessment strategies • Uses assessment strategies which are consistent with course/session • objectives • Provides timely feedback • Uses assessment data to modify instruction and re-teach if necessary • Uses assessment data to determine individual student achievement
		The Teacher Educator mentors beginner teachers and/or teacher educators	The Teacher Educator: • Engages beginner teachers and/or teacher educators to identify their development needs • Facilitates mentoring session • Provides feedback to mentees • Follows up mentees

		The Teacher Educator grounds practice in current policy and research related to education and teacher education	The Teacher Educator: • Makes reference to current research • Integrates research in teaching
Scholarship	The Teacher Educator engages in research and contributes to new knowledge in the field of teacher education	The Teacher Educator investigates theoretical and practical problems in teaching, learning and/or teacher education	The Teacher Educator: • Identifies problems related to the profession • Diagnoses the problems • Makes well-informed recommendations
		The Teacher Educator engages in research related to teaching, learning and/or teacher education	The Teacher Educator: • Identifies research problems • Conducts research on the problems • Shares research findings • Makes policy and practice recommendations
		The Teacher Educator integrates research into teaching practice as well as programme or curriculum development	The Teacher Educator: • Links own research and other research to the topic • Assesses programmes in light of the latest research findings • Integrates research findings in programme development and/or review
		The Teacher Educator acquires research grants	The Teacher Educator: • Searches for research grants • Prepares grant proposals • Assembles the research team • Conducts research
		The Teacher Educator disseminates own research findings to the teacher education community	The Teacher Educator: • Selects the target audience • Makes presentations on the research findings • Prepares and circulates policy briefs/ papers
		The Teacher Educator conducts programme evaluation	The Teacher Educator: • Determines the evaluation dates • Determines evaluation methods • Designs evaluation tools • Evaluates programmes • Shares evaluation results
Programme Development, Management and Review	The Teacher Educator provides leadership and/ or participates in the development, implementation and evaluation of teacher	The Teacher Educator demonstrates proficiency in designing, developing or revising teacher education programmes informed by research, theory and best practice	The Teacher Educator: • Conducts a needs assessment • Shares findings with stakeholders, including professional organisations • Designs and/or revises programmes on the basis of needs • Subjects programmes to stakeholders • Defends the programmes at various fora • Develops material for programmes

	education programmes that meet the needs of the market, grounded in research, and comply with best practice	The Teacher Educator provides leadership in obtaining Senate's approval and NCHE's accreditation of new and revised teacher education programmes	The Teacher Educator: • Defends revised programmes when called upon • Integrates feedback from Senate, external reviewers and NCHE in the new or revised programmes
		The Teacher Educator leads or actively contributes to ongoing assessment of teacher education programmes	The Teacher Educator: • Participates in reviews • Prepares review reports
Collaboration	The Teacher Educator collaborates with key stakeholders to enhance teaching, research and student learning	The Teacher Educator engages in cross-organisational and cross-university partnerships	The Teacher Educator: • Seeks opportunities for partnership • Partners with others to conduct research and offer joint programmes
		The Teacher Educator initiates collaborative projects that contribute to improved teacher education	The Teacher Educator: • Seeks opportunities for collaboration • Writes proposals for collaborations • Participates in collaborations
		The Teacher Educator acquires financial support for teacher education innovation to support collaboration	The Teacher Educator: • Writes funding proposals • Executes projects
Public Advocacy	The Teacher Educator serves as an informed, constructive advocate for high quality education for all the students	The Teacher Educator promotes quality education for all learners through community forums, activities with other professionals, and works with local policy makers	The Teacher Educator: • Participates in governance of education institutions • Prepares policy briefs/advisory notes • Participates in discussion fora on educational issues
		The Teacher Educator informs and educates policy makers to support and improve teaching and learning	The Teacher Educator: • Presents papers • Prepares policy briefs • Engages in scholarship of teaching and learning • Engages in media events
		The Teacher Educator actively addresses policy issues which affect education and the profession	The Teacher Educator: • Identifies policy issues • Collects data about policy issues • Prepares advisory notes on policy issues
Teacher Education Profession	The Teacher Educator contributes to improving the teacher education profession	The Teacher Educator actively participates in professional organisations at national, regional or international level	The Teacher Educator: • Subscribes to professional organisations • Renews membership • Participates in events by professional organisations

		The Teacher Educator edits/ reviews manuscripts for publication or presentation for teacher education organisations	The Teacher Educator: • Seeks opportunities to serve as a reviewer • Seeks opportunities to serve as an editor
		The Teacher Educator reviews resources aimed at advancing the profession	The Teacher Educator: • Expresses willingness to review resources • Submits review