



*The Republic of Uganda*

**MINISTRY OF EDUCATION AND SPORTS**

***CONTINUOUS PROFESSIONAL  
DEVELOPMENT (CPD)  
FRAMEWORK AND COSTED  
IMPLEMENTATION PLAN***

**30th SEPTEMBER 2017**



United Nations  
Educational, Scientific and  
Cultural Organization



Supported by UNESCO through IICBA and the CapED Programme



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# Foreword

Education is key to the promotion of national development objectives and is instrumental to the achievement of Uganda's Vision 2040. The main objective of the Ministry of Education and Sports is to expand access to quality education for all Ugandans. Yet in spite of expanded access to education since the 1990s, the country has not been rewarded with a commensurate increase in the quality of schooling and, more critically, higher learning outcomes. National monitoring reports, regional and international assessments confirm significant gaps in learning achievements within and across different areas of this country.

Evidence suggests that the main driver of the variation in student learning at school is the quality of teachers. This implies that if Uganda attracted and retained well-trained, motivated, effective teaching staff and school leaders or if it supported teachers in their continued professional development, the learning outcomes would significantly improve. Many of our teachers have not had any continuous professional development (CPD) training for many years. Although the structure exists for CPD training in primary schools, the structures were either inadequate or completely absent in nearly all the public secondary schools.

CPD training for teachers helps them to address the inadequacies in the Initial Teacher Education (ITE) programmes, and equips them with the knowledge and skills that are relevant and current including those due to advances in Information, Communication Technologies (ICTs). The aim of the CPD framework is to enable the development of a coherent and robust plan to improve effectiveness of the Ugandan teacher. The framework provides a basis for appraisal, recognition and interpretation of training acquired after the initial teacher training and for ensuring that the teacher is a lifelong learner. The framework will help the Ministry of Education and Sports to implement the Scheme of Service, motivate teachers and improve their ethical and professional status.

I therefore call upon all players, particularly those in the teacher sub-sector; both central and local government sectors, the civil society organizations, private sector and communities to embrace this framework and to use it as a tool to improve the quality of our teachers.

For God and my Country

**ALEX KAKOOZA**

Permanent Secretary,

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# Preface

The Ministry of Education and Sports aims to improve equitable access to quality education for Ugandans at all levels. However, the quality of education in any country largely depends on the quality of its teachers. The TISSA study (2014) assessed teacher issues in Uganda and identified weaknesses which included the limited opportunities for continuous professional development (CPD) of teachers. It is therefore important that mechanisms are put in place to address the challenges of inadequate CPDs or in-service training programmes. The planned development of the STDMS will go a long way in addressing the weakness in the support structure and opportunities for upgrading the skills of our teachers.

Teacher CPDs enables teachers to update their professional knowledge and competences throughout their working life. CPD is widely regarded as an integral part of teacher education because only continuing learning and training assure a high level of expertise and enable the teachers to keep their professional skills and knowledge up-to-date.

The framework was developed through a participatory approach involving various stakeholders from the Ministry of Education and Sports, Uganda National Teachers' Union (UNATU), other government ministries, local government, the private sector and CSOs. It is accompanied by a costed implementation plan to help the Ministry to implement priority areas such as the Scheme of Service. The Ministry would like to thank Professor Joseph Oonyu for leading the process. I would also like to extend our appreciation to UNESCO for the support towards the development of this framework and other strategies to improve the quality of teachers and teacher education.

The framework provides a useful policy tool in addition to others that the Ministry is developing such as the Teacher Motivation Framework, to produce professionally well informed and motivated teachers capable of transforming the quality of education delivery. The Framework suggests a linkage with teacher training, the best communities of practice and career progression structures. It provides a clear, roadmap on how CPDs should be run, evaluated and improved. The framework also clearly defines the goals and objectives of the CPD programme, and clearly outlines the responsibilities of various stakeholders. I therefore call upon all players interested in improving teacher professionalism to embrace this framework and to use it effectively as a tool to improve the quality of Teacher training in Uganda.

For God and my Country

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The efforts of the Ministry would have been less successful had it not been for the foresight of the Department of Teacher Instructor Education and Training (TIET). In particular, we would like to thank Dr. Jane Egau (Commissioner), Mr. Moses Banteganya, Mr. Wilber Wanyama, Haji Abdul Kibedi and Mr. Web Turyabaliika all from TIET Department, Mrs. Beatrice Kabwa from Education Service Commission, Dr. Cleophas Mugenyi from the Directorate of Education Standards, and the representatives from the National Council for Higher Education. Last but not least, special thanks go to Dr. Victoria Kisaakye Kanobe and Ms. Dorcas Letasi Avinyia, UNESCO Project Office for coordinating the workshop activities and the finalization of the framework.

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# Acronyms

BREDA	UNESCO's Regional Bureau for Africa
BTVET	Business and technical vocational education and training
CBET	Competence-based education and training
CCT	Coordinating Center Tutors
CPD	Continuing Professional Development
DEP	Diploma in Education - Primary
DES	Diploma in Education - Secondary
DTE	Diploma in Teacher Education
DTTE	Diploma in Technical Teacher/Instruction Education
DVTI	Diploma in Vocational Training Instruction
DEPE	Diploma in Education, Primary, External
ECED	Early Childhood Education and Development
EFA	Education for All
EMIS	Educational management and information system
EPPAD	Education Planning and Policy Analysis Department of MoES
ESC	Education Service Commission
ESSP	Education Sector Strategic Plan
FENU	Forum for Education NGOs in Uganda
GER	Gross enrollment rate
GIR	Gross intake rate
GTZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HTC	Health Tutors College
ICT	Information and Communication Technology
INSET	In-service Education and Training
ITC	Instructor Training College
ITE	Instructor Tutor Education
TRC	Teacher Resource Centre
UNESCO	United Nations Educational, Scientific & Cultural Organization
UPE	Universal Primary Education

USE	Universal Secondary Education
MDGs	Millennium Development Goals
MoES	Ministry of Education, Science, Technology and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoGLSD	Ministry of Gender, Labour and Social Development
MoPS	Ministry of Public Service
NAPE	National Assessment of Progress in Education
NASPTSU	National Survey on Primary Teacher Satisfaction in Uganda
NDP	National Development Plan
NITEP	Northern Integrated Teacher Education Programme
NGO	Non-governmental organization
NTC	National Teachers' College
PTC	Primary Teacher College
PTR	Pupil-teacher ratio
PRESET	Pre-service Education and Training
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SNE	Special Needs Education
SSA	Sub-Saharan Africa
TIET	Teacher Instructor Education and Training department of MoES
TISSA	Teacher Initiative in Sub-Saharan Africa
UNATCOM	UNESCO National Commission in Uganda
UNATU	Uganda National Teachers Union
UNDP	United Nations Development Programme

# Glossary of Key Terms

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that they are competent to perform the tasks specified in the occupational profile
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK)
In-service	Training given to an already recruited teacher to improve on his/her skills; also called continuous professional development
Initial Teacher Training	Is the professional preparation of teachers in the context of teacher training institutions and refers to the process and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, the school and the wider community
Internship	Teaching experience in schools, colleges, other educational establishments and contexts
Occupational Profile	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently. These define <i>WHAT</i> a person is supposed to do, which becomes the reference points for developing the modular curricula and assessment standards
Professional Development	A series of activities designed to extend and develop trainee's learning, and provide evidence of meeting the standards
Probation	A one year period during which a teacher is mentored and supervised before formal registration
Professional Mentor	The school member of staff with overall responsibility for all trainee teachers in the establishment. Formal Education and non-school placements do not usually have professional mentors
Qualification	A qualification is a formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence
Standard	Is the definition of knowledge items and skills in a specific field that should be held in order to be considered competent

# *Executive Summary*

One of the major goals of the Ministry of Education and Sports is to improve equitable access to quality education at all levels of education. However, the quality of education is largely dependent on the quality of its teachers. The TISSA study (2013) identified one of the major challenges facing Ugandan teachers to be the need for continuous professional development (CPD) and to link it to their career development and teacher training. CPD helps to address the inadequacies in the Initial Teacher Education (ITE) programmes. CPD programmes for teachers help to equip them with the knowledge and skills that are relevant and current to match the changes that have occurred in the education system including the application of Information, Communication Technologies (ICTs). This CPD Teacher Framework is a major intervention to address this challenge.

The aim of the CPD framework is to enable the development of a coherent and robust plan to improve effectiveness of the Ugandan teacher at all levels of education. The framework provides a basis for appraisal, recognition and interpretation of training acquired after the initial teacher training and for ensuring that the teacher is a lifelong learner. The framework will help the Ministry of Education and Sports to implement the Scheme of Service, motivate teachers and improve their professionalism and social status.

The development of the framework was done in phases, namely: (i) Situational analysis and drafting (Phase I), (ii) formation of a CPD Framework team (Phase II), (iii) development of the Framework (Phase III), and (iv): the validation of the draft framework (Phase IV). The first phase was undertaken by a Consultant who drafted the key components of the Framework. The second phase was the formation of a team of experts based on their areas of specialization to finalize the framework. The third phase focused on the finalization of the framework for teachers across the different levels. The last phase was to validate the several drafts prepared by the team. Validation has been carried out twice; once in October 2016 and then in December 2016 to ensure that as many stakeholders as possible were consulted.

The framework is divided into six chapters. Chapter 1 examines the theoretical aspects of the Framework including the nature and purpose of CPD, CPD Models and an overview of CPD principles. Chapter 2 is an exposition of the country context. It includes the situational analysis, education sector experience and the problem statement. Chapter 3 provides the Framework rationale, objectives, guiding principles and expected impact. Chapter 4 provides an overview of competences and standards for teaching and leadership. It suggests how to link CPD to teacher training, career progression and the quality of learning and leadership in schools or education institutions. Chapter 5 looks at the implementation of CPDs using the Cycle approach. It also looks at the resources needed for effective implementation to take place, and the roles and responsibilities of various stakeholders. The last Chapter (Chapter 6) examines Teacher assessment and appraisal including the M&E framework and basic tools that can be used for monitoring the progress of implementation.

It is recommended that some aspects of the CPD Framework should be mainstreamed into the National Teacher Policy in order to strengthen implementation. Other recommendations include the formation of CPD committees, the National Teacher Council, implementation of TDMS and giving more supporting to the Directorate of Education Standards to assure standards. In conclusion, this framework complements the provisions of the Initial Teacher Training Framework and the suggested National Teacher Policy as together they constitute useful policy tools in Uganda's educational institutions.

### **1.1 Introduction**

It is now widely recognized that teacher quality is one of the most important factors for student learning. The recognition has increased the value attached to teacher professional development and, has seen it dominate policy changes world over for the last three decades. Many countries worldwide are grappling with inadequacies in the Initial Teacher Education (ITE) programmes. As a result, there is a growing realization that the ITE programmes do not prepare teachers fully to manage the day to day changes and challenges they meet in their teaching careers. Teacher professional development programmes provide teachers with an opportunity to equip themselves with the knowledge and skills that are relevant and current to match the changes that have occurred in the education system such as those due to advances in Information, Communication Technologies (ICTs).

There is thus need to avail teachers with professional development opportunities throughout their teaching careers to help them rethink their own practices, design new classroom activities and to teach, share and adopt best practices in ways that result in the best learning outcomes. The draft National Teacher Policy recognizes the centrality of CPD in uplifting the Teaching profession in Uganda. It is for this reason that it suggested the development of a CPD Framework in order to have a clear structure for organizing and managing CPD activities within the country. This Continuous Professional Development (CPD) Framework suggests various guidelines and brings out roles of various stakeholders in implementing this critical aspect of Teacher development in Uganda. The initial chapter highlights the theoretical and conceptual aspects of CPD as well as its contribution to effective teaching. A brief overview of the country context and the implementation framework are provided.

### **1.2 Nature and Purpose of CPD**

#### **1.2.1 Definition of CPD**

Continuous Professional Development of teachers can be defined as the conscious updating of professional knowledge and the improvement of professional competences of teachers throughout their working life. It is a commitment to improving one's knowledge and skills for one to remain competent in his/her profession for the benefit of themselves, their learners and the wider profession. In scope, Teacher CPDs include formal educational programmes, short courses (face to face or online) or experiential (presenting at or attending conferences; seminars or workshops; supervised practice for skills development; conducting research; developing policies, protocols or guidelines; acting as a mentor teacher; and participating in committees among others.

### **1.2.2 Purpose of CPD**

Continuous professional development (CPD) is widely regarded as an integral part of teacher education because only continuing learning and training assure a high level of expertise and enable the teachers to keep their professional skills and knowledge up-to-date. CPD also helps to improve collaboration with other teachers and between schools. By meeting colleagues from other schools, teachers will remain in touch with different teaching styles as well as advances in their field of expertise. At the same time, sharing ideas, experiences and good practices helps to strengthen the education system as a whole in what is commonly referred to as “Communities of Practice”. It prevents new approaches from remaining isolated to particular teachers or schools which in turn creates a better approach to quality education. It also helps to identify new challenges resulting from reforms and innovations in the teaching profession.

Well-crafted and delivered CPD is important because it delivers benefits to the individual, the learners, their profession and the public as summarized below:

1. CPD ensures that teachers’ capabilities keep pace with the current standards in the teaching profession
2. CPD ensures that teachers maintain and enhance the knowledge and skills they need to deliver a professional service to their customers, clients and the community
3. CPD ensures that teachers and their knowledge stay relevant and up to date, and are more aware of the changing trends and directions in their profession. The pace of change is probably faster than it has ever been – and this is a feature of the new world that we live and work in
4. CPD helps teachers to make a meaningful contribution to themselves and those around them, become more effective in the workplace and this assists them in advancing their careers and move into new positions where they can lead, manage, influence, coach and mentor others
5. CPD helps teachers to stay interested and interesting. Experience is a great teacher, but it does mean that we tend to do what we have done before. Focused CPD opens teachers mind up to new possibilities, new knowledge and new skill areas
6. CPD can deliver a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impacts of their work
7. CPD leads to an increased public confidence in individual professionals and their profession as a whole
8. CPD helps advance the application of technology within the teaching profession

## **1.3 CPD Models**

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Models for Teacher Professional Development are many. Typically the classification may be based on site and intention of the CPD programme. Thus we have the following three broad categories:

### **i) Standardized CPDs**

These represent the most centralized approach to CPDs involving workshops, training sessions and in many cases the cascade model of scaled delivery. It is best used to disseminate new information and skills among large teacher populations. However, it

is based on a technical rationalist approach which prescribes a ‘one fit for all’ principle for upgrading teachers’ knowledge and skill base that is independent of context. Teachers are construed as knowledge consumers with the responsibility to bring what they have learned back to their classrooms and put it into practice

## ii) **Site-based CPD**

This approach focuses on intensive learning by groups of teachers in a school or region, promoting profound and long-term changes in instructional methods. Teachers work with local (“in house”) facilitators or master teachers to engage in processes of learning, improving pedagogy, content and technology skills. Site based CPDs often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices. The Model is most effective when delivered in line with a school improvement plan. The tendency is to support the establishment of teacher communities of practice in order to foster the development of the desired learning culture. This model tends to encourage individual initiative and collaborative approaches to problems and is more sustainable

## iii) **Self-directed CPD**

This approach helps teachers to become lifelong learners. Informally, teachers seek out experienced colleagues for advice or search for learning materials e.g. lesson plans on the Internet. While this approach that encourages self-motivated learning is very important, it should not be used as the only means of providing CPDs. Instead, it should be used to complement and extend standardized and/ or site-based CPDs.

## 1.4 **CPD Principles**

The concept of CPD encompasses the following principles:

1. **CPD is self-directed:** CPD is self-directed and is based on learning needs identified by the individual teacher; builds on an individual’s existing knowledge and experience; links an individual’s learning to their practice; and includes an evaluation of the individual’s development.
2. **CPD is based on a rigorous and continuous analysis of professional learning needs:** CPD should be based on a rigorous and continuous analysis of professional learning needs against recognized professional standards. It has clear procedures for identifying and aligning training needs. CPD attempts to meet needs at a number of levels: that of the individual teacher, that of the school, and that of the nation.
3. **CPD activities require good planning:** CPD should be planned in advance through a personal development plan, and should reflect and be relevant to current and future teacher professional practice and performance. It is important for CPD plans to meet the needs and priorities required at school, local and national levels.
4. **CPD is based on classroom practice or institutional management experience.** It needs to be conducted in school settings and linked to school-wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together.
5. **CPD identifies and makes use of excellent classroom practitioners or school leadership.** The use of ‘expert teachers’ or ‘mentors’ to work with colleagues within their own school and with other schools has been very successful in many countries. It is most effective when the ‘expert teacher or mentor’ remains within the institution.

6. **Active Learning:** Teachers learn more effectively through active learning or learning by doing more than through lectures and being directed on what to do. Thus active learning, participation and involvement of teachers must be part of the CPD process if it is to achieve its intended objectives.
7. **It deals with subject content, teaching strategies, leadership and any other relevant educational aspects.** Teachers can only improve their classroom practices or leadership strategies if they work on their understanding of the subject allied with a variety of teaching strategies that enable students to learn better or if they share their experiences of the leadership strategies that work.
8. **In CPD, performance and development goals should form the basis for subsequent action to change and improve teacher practices.** An effective approach to improving teacher practice includes a conscious effort to collect and reflect on evidence that provides insight into the effectiveness of teacher practice, and informs growth and access to high quality professional learning.
9. **Feedback and evidence** are important aspects of CPD through effective feedback and reflection. The complex work of teaching generates a rich and varied range of evidence that can inform meaningful evaluations of practice for both formative and summative purposes.

## ***1.5 Development and Scope of the CPD Framework***

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The development of the CPD Teacher Framework was done through a highly consultative process. It started way back in 2015 after a situational analysis which was then followed by consultations both at individual and stakeholder workshops levels. One consultative workshop involving facilitators from IICBA-UNESCO was held again at Ridar Hotel in May 2016. A Team to finalize the draft CPD Framework was formed. Stakeholders consulted include MoES departments and agencies e.g. TIET, DES, UNEB, NCHE ESC, other ministries such as Public Service, Teacher Training Institutions, professional associations and unions e.g. UNATU, development partners, district education officials, the private sector and CSOs. After finalizing the continuous professional development framework in November 2016, it will be validated through a series of workshops. It will then go through the normal process of acceptance in the MoES structures.

### 2.1 The Situational Analysis

In-service training is regarded as a component of continuous professional development (CPD). CPD programmes are predominantly the responsibility of TIET which has been overseeing them through the Teacher Development and Management System (TDMS) structures. These structures include the Coordinating Centre Tutors (CCTs), which are part of the core primary teachers' college staff but are deployed to coordinating centres (CCs). CCTs train the teachers in various areas that they identify in consultation with head teachers and teachers in the CC schools. Teachers from a cluster of schools explore, reflect and develop their own practice. Also, at these centres, teachers deepen their own knowledge and update their academic discipline as well as other areas of school curricula.

MoES often uses the standardized or cascade approach to CPD, in which tutors pass on skills and competences to teachers, although this may not necessarily happen. Currently there are 570 CCs in the country but some are not staffed by CCTs and this means that not all teachers are reached with CPD programmes. MoES often uses the cascade approach to CPD, intending that tutors pass on skills and competences to teacher trainees, which often does not happen. NGOs, the private sector and education funding agencies also play a role in CPD, especially by supporting implementation of innovations or interventions in schools and other educational institutions.

In service training of teachers in Uganda aims at promoting the professional development of teachers and to encourage education and training in selected areas as identified at the local and national levels. It is designed for teachers that are already serving in the teaching profession with the purpose of providing them with professional development routes. It is important that INSET should lead to the improvement of pupil learning based upon improvement in school and teacher performance. However, in-service training of teachers in Uganda is generally limited, not well organized and is not institutionalized resulting in a qualification-driven self-sponsored teacher rush for upgrading.

In addition, most of the programmes offering in-service programmes from the MoES are delivered as projects. For example, in-service science teacher project (INSSTEP), which existed in 39 districts was funded and supported by IDA/Government of Uganda. Its aim was to increase efficiency and effectiveness of secondary education by establishing a network of Secondary Teacher Resource Centre throughout the country. The Secondary Science and Mathematics Teachers' (SESEMAT) Project is supported by JICA. It aims at improving science and mathematics teacher classroom practices.

The just ended (1995-2010) Teacher Development Management System for primary schools was an integrated delivery system for primary education reform services focusing on improving teacher competences and children's learning. It was conceived as a project

using structures of Centre Coordinating Tutors (CCTs) and Resource centers all over the country. It was intended to drastically change the focus and functions of Core PTCs to both pre-service and outreach functions. The major challenges was its lack of integration to pre-service training, the lack of clarity of the roles of CCTs and that of staff of Directorate of Education Standards (Inspectorate). A new TDMS project has been conceptualized for both primary and secondary schools.

The overall goal of Secondary Teacher Development and Management Systems (STDMS) is to improve teacher quality and development for overall improvements in secondary school students' learning and competency levels. STDMS is intended to enhance the effectiveness of teaching and learning through; increased availability of well-trained secondary school teachers; institutionalized in-service training of serving teachers, head teachers and education managers; enhanced support to Education Managers, School Managers and Administrators and, enhanced community participation in schools activities. The principal objective is to produce qualified teachers of desired training levels and quality in a cost effective manner on one hand, and a system of teacher development that is holistic, integrated, institutionalized and dynamic on the other. Other similar initiatives have been organized by Ministry of Education and Sports for teachers, tutors, instructors and teacher educators.

Although induction is part of teacher professional development and entails all teaching and professional activities and events experienced by beginning teachers from the time they are appointed (sign their initial teaching contracts) until they are fully and successfully acculturated into the profession, it is very poorly conducted and supervised in Uganda today. Induction encompasses the orientation, mentorship and professional development that teachers go through/experience from the time they sign their first teaching contract until they are comfortably established as professional teachers. This includes the formal and informal programmes for new teachers organized by the public service, ministry in charge of education, district education office or the school etc.

Although site specific CPDs exists in schools and other educational institutions in Uganda, it is mainly confined to international schools, privately owned schools or institutions of higher learning. In many Public schools, it is provided for when there is a change in the curriculum or assessment of learning. Site or institution based professional development activities greatly enhance teachers' performance. CPDs should allow teachers themselves to recognize their level of performance; compare own performance with that of peers and relate to previous experiences in order to plan for further improvement in learning. More effective CPDs require proper planning, implementation and monitoring of what is often called the CPD cycle. A CPD Framework is therefore critical if we are to guide the implementation of CPDs better in this country.

## **2.2 Sector Experience in CPD: Achievements and Challenges**

The 2013 TISSA report indicates that Uganda faces challenges with both the quantity and quality of its teachers/instructors/tutors. The proliferation of training institutions and the lack of agreed basic training standards based on teacher/tutor/instructor competence profiles is a hindrance to improvements in the quality of teachers. The issue of teacher quality is particularly worrying. Addressing this issue will require further investment in teacher development and professionalization and; quality assurance and standards.

The situational analysis conducted in 2014 (MoES) revealed that nearly 75% of secondary school teachers in Arts and Humanities had not had any CPD training in the last three years. In the sciences, the situation was much better with less than 25% saying they had not participated in CPD within the same period. However, the study also revealed that in nearly all the public secondary schools visited, the structure of CPD was either inadequate or completely absent. However, the situation in many private schools especially international schools was different. These schools conduct regular site specific CPDs for teachers. In private schools, the emphasis is on training teachers in assessment and a few other areas because of interest in raising student performance. In tertiary institutions, only a few CPD programmes are being implemented. Most of these are projects that are externally funded such as the pedagogy programme at Makerere University. Where teachers have participated in CPDs such as those conducted under SESEMAT, there is evidence of improvements in subject content knowledge and teacher practices.

In primary schools, CPD is implemented through the TDMS system. Unfortunately it is also externally funded and the weaknesses in the cascade approach being employed make it less effective. Cascade training flows down through levels from more experienced trainers until it reaches the target group. In the process, complex information tends to be lost and without incentives to motivate teachers to participate, teachers may be less willing to participate on their own. Other CPD structures include the participation of teachers in the NCDC subject panels where teachers are involved in curriculum development activities; subject associations where teachers themselves organize workshops to address their professional pedagogical needs etc.

Participation by teachers in professional development activities seems to depend, among other things, on: (i) the conditions to access these activities and (ii) the incentives for doing so. Where participation is compulsory, teachers may be more focused on fulfilling requirements than taking advantage of opportunities for professional development. Alternatively, where participation is voluntary, teachers may sense that their professional development is not a priority for education policy makers. The provision of incentives for professional development (e.g., salary increases, promotions, reduction in teaching time) may foster participation, but for the wrong reasons. Where incentives are not available and participation is voluntary, participation may be too low, especially in countries where teachers work for many hours.

## **2.3 Problem statement**

Uganda's CPD programmes face a number of challenges. For example, there is no institutionalized system of in-service teacher education to enable teachers to improve their professional competencies. In addition, current in-service capacities are insufficient to cover the teacher needs. Moreover, such programmes are currently unavailable for under/unqualified secondary teachers and BTVET instructors. This is worrying as the current reform of the BTVET sub-sector in general and the introduction of the UVQF following the principles of CBET, in particular, will require highly competent and well-motivated instructors in sufficient numbers, which call for a rapid setup of continuous professional development and in-service trainings opportunities.

Unless the country finds immediate remedies to these challenges, the desire to produce professionally well informed and motivated teachers capable of transforming the quality

of educational delivery will not be fulfilled. There is currently little motivation for teachers to attend CPDs as it is not even linked to their career structure. Moreover, there is no CPD Framework for teachers in Uganda. What is needed is a clear, transparent and self-regulating CPD Framework which clearly stipulates how CPD should be run, evaluated and improved. The framework would clearly define the goals and objectives of the CPD programme, and clearly outline the responsibilities of various stakeholders so that stakeholders build shared visions and understanding among themselves.

# Framework Rationale, Objectives and Guidelines

### 3.1 Definition of a CPD Framework

Broadly, a CPD framework may be defined as an outline of interlinked aspects of continuous professional development including its rationale and objectives in the context of Uganda, and key suggestions and strategies. It also has an implementation strategy and how it will be monitored and evaluated.

### 3.2 Rationale for CPD Framework

The draft National Teacher Policy recognizes the centrality of CPD in uplifting the teaching profession in Uganda. It is for this reason that it suggested the development of a CPD Framework in order to have a clear structure for organizing and managing CPD within the country. The policy takes cognizance of the fact that MoES has established structures such as the Teacher Development and Management Systems (TDMS) to ensure that both teachers of primary and secondary schools participate in their professional growth. Regional resource centres manned with professionals whose sole purpose is to ensure that clusters of schools within these regions access this important aspect will be critical at this level. Teachers from a cluster of schools explore, reflect and develop their own practice. Also, at these centres, teachers deepen their own knowledge and update their academic discipline as well as other areas of school curriculum.

A CPD Framework enables the development of a coherent long-term plan to improve teacher effectiveness, institutional leadership and student learning in the country. This is because it outlines how CPD should be structured, monitored and systematically evaluated. If CPD is organized under a Framework, schools and other education institutions start functioning as effective learning communities, supporting productive professional practice for teachers and ultimately facilitating an environment conducive to student learning. The framework is also a roadmap for the implementation of different policies but particularly the National Teacher Policy. The Framework spells out Teacher Competency Standards which were not previously emphasized in some of the MoES policies. In the Framework, the weaknesses were identified with the workshop and cascade models of CPD delivery and new and more effective approaches suggested. Lastly, the framework could streamline CPD provision with the view to linking it to teacher education, career progression and improvements in the quality of learning. In the recent past, issues of quality of education have been in the forefront. The framework could contribute to enhancement of Teacher professionalism, a key ingredient towards improving the social status of the Teaching profession in Uganda.

### 3.3 Aim and Objectives of the National CPD Framework

#### 3.3.1 Aim of the Framework

The aim of the Framework is to have a clear structure for organizing and managing CPD within the country so that it contributes more effectively to improvements in teaching and leadership quality.

#### 3.3.2 Objectives

The CPD Framework aims to achieve the following objectives:

- 1) To strengthen teacher competences, ethics and professionalism
- 2) Guide the implementation, monitoring and evaluation of CPDs for teachers.
- 3) Guide the identification of teacher professional development needs.
- 4) To guide the development of standards for teaching and leadership at various levels of education.
- 5) Provide a basis for assessing, recognizing and rewarding teachers' achievement in a variety of professional activities.
- 6) Guide the formation of communities of practice to enhance ethical conduct, professionalism and cross-disciplinary collaboration among teachers.

### 3.4 Guiding Principles of the Framework

The following are guiding principles of the framework:

1. **Use of bottom-up approaches:** Although some standardized CPDs should be conducted, most of them should be initiated by the individual teacher and should be site specific with a commitment for school improvement as a whole. CPD should encompass both the individual responsibility of the teacher and that of the school/ institution administration to maintain a high standard of professional competence, and to be current in their knowledge, values and skills in order to provide the best education for learners in the 21st century and beyond
2. **Flexibility:** CPD opportunities include both formal and informal training and developmental activities of teachers relevant to their work and teaching responsibilities. These must include mentoring and induction of newly qualified teachers. In order to motivate teachers to participate in CPD, these activities need to be linked to career progression and other reward systems
3. **Regular needs assessment:** The Framework is also based on the premise that CPDs should involve the process of regularly assessing current and future knowledge and skills requirements of teachers that are relevant to their responsibilities, as well as the planning and implementation of on-going training and development programmes to address current and future needs. Planning may be at different levels, but the immediate and long-term goals must be clear. Efforts at various levels must be both well-coordinated and documented
4. **Teachers as continuous learners:** The central premise of the Framework is that in today's information age, the dynamics of knowledge generation and sharing makes it imperative for teachers to have deeper understanding of the subject content, pedagogy and professional knowledge in order to provide rich educational experience for all

learners and to engage them sufficiently in a variety of activities regardless of their abilities, and to nurture their social skills and values, and to prepare them for life-long learning

5. **Communities of practice:** The Framework suggests that CPDs help to produce communities of practice that are composed of highly motivated and self-driven professionals who aim to deliver quality education to learners regardless of their abilities, and who are good at self- reflection and life-long learning

### 3.4 Key strategies

**Objective 1:** *To strengthen teacher competences, ethics and professionalism.*

**Strategies:**

- a) *Develop a pool of Trainer of Trainers and use the cascade model and existing TDMS structures in initial trainings*
- b) *Use site specific or cluster based CPD training model for sustainability*
- c) *Review and update the Teachers Code of Conduct*
- d) *Link teacher training to innovations in continuous professional development*

**Objective 2:** *Guide the implementation, monitoring and evaluation of CPDs.*

**Strategies:**

- a) *Develop a costed implementation plan for the framework*
- b) *Establish and operationalize the Uganda National Institute for Teacher Education*
- c) *The Uganda National Institute for Teacher Education should lead CPD for teachers*

**Objective 3:** *Guide in the identification of teacher professional development needs.*

**Strategies:**

- a) *Utilize the competency profiles and assessment tools suggested in the framework*
- b) *Conduct regular assessment of staff development priorities for the country*

**Objective 4:** *Provide guidelines for the development of standards for teaching and leadership at various levels of education.*

**Strategy:**

- a) *Develop detailed standards for teaching and leadership under the guidance of the National Teachers Council*

**Objective 5:**

**Provide a framework for assessing, recognizing and rewarding teachers**

**Strategy:**

- a) *Develop detailed harmonized guidelines for the assessment, recognition and rewarding teaching and leadership under the guidance of the National Teachers Council*

**Objective 6:**

**Guide the formation of communities of practice to enhance ethical conduct, professionalism and to promote cross-disciplinary collaboration among teachers**

**Strategy:**

- a) *Develop detailed harmonized guidelines for the formation of communities of practice among teachers in order to encourage professionalism and motivate teachers*

### 3.6 Expected Framework Impact

There are five major challenges with the current CPD programmes, and these are:

1. *CPDs should originate from the teacher and be driven by a need Teacher (Site-based CPDs)*

**Challenges:** CPD or In-service Training of Teachers currently are externally driven and brought to the teacher through TDMS and so may not directly address teacher needs. As a result, it is largely standardized (externally driven) using a Cascade approach of delivery.

**Desired progress:** CPD should be site specific and be demand driven. It should originate from the school or institution so that it has a goal of school improvement and personal professional development.

2. *Linking CPD to Teacher Training*

**Challenges:** CPD or In-service Training of Teachers is currently largely Project based (not institutionalized) except for the just ended well-established Teacher Development and Management system (TDMS) for primary teachers.

**Desired progress:** Institutionalize CPD and link it to Initial Teacher Training so that the two are mutually supportive but have a more significant impact on teacher trainees and already practicing teachers.

3. *Linking CPD to Induction, Mentorship and Career Progression*

**Challenges:** Currently, CPDs are not linked to induction, mentorship and career progression. There is therefore little incentive for the teacher to participate in CPDs.

**Desired progress:** There is need to link CPD to induction, mentorship and career progression. As a first step, implement the Scheme of Service or suggested career pathways for a classroom teacher, school or institution manager, and for a Tutor but with clear standards, assessment framework and procedures for progression including the points to be obtained through participation in CPDs.

4. *Overall management of CPDs needs to be strengthened*

**Challenges:** The management of CPDs is currently largely ad hoc and not sufficiently institutionalized to cause a significant improvement in the school system and individual teachers.

Desired progress: TIET, the National Teacher Council, Directorate of Education Standards and Local Government should harmonize management of CPDs by carefully planning, monitoring and reviewing the goals of CPD training in the country.

5. *Lack of well-defined Teacher competences and Standards*

**Challenges:** At the moment, CPD or In-service Training of Teachers lacks very clear competences and standards which teachers should aim at achieving.

**Desired progress:** Use the recently developed Teacher profiles to develop teaching and leadership competences as well as the standards.

# **CPD: Competences and Standards for Teaching and Leadership**

### **4.1 CPD and Teacher Competency Profiles**

A competency is defined in terms of what a person is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards). A competency addresses the skills, knowledge and attitudes required for a person to perform a job to a required standard. A competency profile is a set of competencies which are linked to the work performed and the level of proficiency or standard to which the teacher is expected to perform in course of their duties.

As the Framework for ITE indicates, the typical teacher occupational profile includes performing the following core duties:

1. Participate in planning of institutional programmes
2. Prepare teaching and learning activities
3. Deliver teaching and learning activities
4. Assess learning
5. Conduct counselling and career guidance
6. Supervise co-curricular activities
7. Implement occupational safety, health and security requirements
8. Carry out administrative and leadership tasks
9. Participate in continuous professional development
10. Network with professionals and other stakeholders

Competency profiles form the benchmark for stakeholders to monitor and evaluate appropriately the teaching practices. Competency profiles will help teachers in their pursuit for continuous professional development and excellence in their profession. The profiles will help them to identify training needs from the competences they find wanting and to pursue personal development goals and the school administrators, mentors and managers in appraising and supporting teachers to grow professionally.

### **4.2 CPD and Initial Teacher Education**

Initial Teacher Education in Uganda is facing many challenges including the quality of training and trainers, which has resulted in persistent decline in the learning outcomes of teacher trainees and learners at the end of the cycle. Tutor quality has also been highlighted as an important factor for learning outcomes of teacher trainees. Unfortunately, CPDs in

institutions such as schools are not linked to Teacher Training institutions thus depriving both these institutions and schools of the much needed mutual reinforcement. Teacher Training institutions, particularly universities carry out research on various aspects of teacher practice which teachers could benefit from in their CPDs. Moreover, it makes it easier for Teacher educators or tutors to incorporate new knowledge or experiences of school teachers into their curricula.

### 4.3 CPD and Career Progression

The career paths and progression ladders for all categories of teachers remain unclear with many becoming administrators in order to acquire promotion. It is vital to implement a separate career structure of a classroom teacher or tutor from that of the administrative track as suggested in the ITE Framework (see Table below). Furthermore, school based assessment of teachers, tutors and instructors as well as mentorship and support supervision are greatly weak or lacking altogether.

**Table1: Suggested Career Progression Ladder for Classroom and Administrative Tracks**

Teacher Track	Administrative Track	Tutor Track	Administrative Track
Master Principal Teacher/ Master Principal Education Officer	Head Teacher / Principal	Master Principal Tutor	Principal
Senior Principal Teacher/ Senior Principal Education Officer	Deputy Principal	Senior Principal Tutor	Deputy Principal
Principal Teacher / Principal Education Officer		Principal Tutor	
Senior Teacher/Senior Education Officer		Senior Tutor	
Teacher/Education Officer		Tutor	

### 4.4 CPD and Improvements in the Quality of Teaching and Learning

Effective CPDs are very critical for improvements in the quality of teaching and learning. CPDs help teachers to become more effective. Effective teaching is characterized by the following:

- 1) **Good planning and preparation:** In which the teacher demonstrates the ability to perform long, medium and short term planning and preparation for teaching and other tasks. The teacher: selects goals and objectives appropriate to the context, age and cognitive level of the learners, content to be taught, demonstrates knowledge and understanding of learners, selects appropriate content and identifies appropriate teaching methods, learning activities and resources
- 2) **Creation of a conducive learning environment:** The teacher creates a learning/classroom environment which maximizes learning and various types of interaction, manages instructional time effectively, manages learner behavior effectively, promotes learner interactions, organizes physical space attractively and efficiently, and encourages the development of a culture of learning in his/her classroom

- 3) **Good instruction:** In which the teacher executes teaching/instruction in a manner which demonstrates a sound knowledge of psychological principles, subject matter, pedagogy and assessment. The teacher uses a variety of strategies to orient learners to the lesson, demonstrates excellent communication skills, uses a variety of strategies to enable the lesson to progress logically and smoothly in order to maximize learning, uses effective strategies to end the lesson, demonstrates a sound knowledge of subject matter and pedagogy, demonstrates understanding of principles, strategies and procedures of sound assessment
- 4) **Enhancement of professionalism:** The teacher demonstrates a high level of professionalism in the way he/she executes teaching, school leadership and other tasks, and interacts with colleagues and other education stakeholders. A true professional teacher undertakes professional development activities, leadership roles at the school and system levels, adheres to expectations of the teaching profession, develops professional relationships with colleagues, and the wider community, and promotes teaching as a profession

In order to implement effective teaching, the following conditions are prerequisite.

1. Highly Effective Teaching and Learning focuses on the instructional core
2. Creating a Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted
3. Classroom Assessment and Reflection: the teacher and students collaboratively gather information and reflect on learning through a systematic process that informs instruction
4. Instructional Rigor and Student Engagement: a teacher supports and encourages students' commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving
5. Instructional Relevance: a teacher's ability to facilitate learning experiences that are meaningful to students and prepare them for their futures
6. Knowledge of Content: a teacher's understanding and application of the current theories, principles, concepts and skills of a discipline
7. Analysing and Adjusting: a teacher's ability to analyse and adjust their instruction and performance. Highly effective teachers proactively analyse student performance to provide an insight to improve instruction and student learning
8. Dynamism and Enthusiasm: is an energetic, dynamic person, who enjoys teaching, conveys a love of the field and has an aura of self-confidence
9. Teacher-Group Interaction: teacher can stimulate, direct, and pace interaction with the class, independent thought and accepts criticism, uses wit and humour effectively, is a good public speaker, knows whether or not the class is following the material and is sensitive to students' motivation and is concerned about the quality of his/her teaching
10. Teacher – Individual Student Interactions: These should be perceived as fair, especially teachers methods of evaluation. Besides, teachers should be seen by students as approachable and a valuable source of advice even on matters not directly related to the content.

## 4.5 CPD and Improvements in the Quality of School leadership

Studies on school leadership suggest that five practices are key to helping principals improve teaching and learning in their schools:

1. Shaping a vision of academic success for all students, one based on high standards;
2. Creating a climate hospitable to education so safety, a cooperative spirit and other foundations of fruitful interaction prevail;
3. Cultivating leadership in others so teachers and other adults assume their part in realizing the school vision;
4. Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
5. Managing people, data and processes to foster school improvement.

The best education systems in the world today are moving towards the promotion of school improvement strategies using CPDs rather than focusing on the individual teacher. Heads of institutions or Principals are required to participate in CPDs on leadership and management in order to achieve school improvement goals. This highlights the fact that school improvement programmes are fundamental in determining teacher quality and student learning outcomes.

Teachers' learning is enhanced when: (i) there is collective participation and effective staff communication in teacher networks and study groups; (ii) when CPD is part of a coherent, integrated professional development programme of the school; (iii) CPD encourages collaboration and active learning and teaching as well as on feedback; (iv) CPD is delivered to a team of teachers and is focused on specific content knowledge / strategies that help to develop the pedagogical skills to teach specific content, with strong positive effects on practice; (v) CPD is coherent, practical, focused on students' learning of content and on the assessment of students' work, in relation to standards for what students should know and should be able to do.

**Table 2: A typical Occupational Competency Profile of a teacher across levels**

DUTIES	TASKS				
DUTY A	A1	A2	A3	A4	A5
<b>Participate in planning of school programmes</b>	Participate in making school activities	Participate in budgeting process	Participate in mobilization of resources	Participate in allocation of resources	Participate in determination of school activities
	<b>A6</b>	<b>A7</b>			
	Participate in procurement process	Participate in preparation of staff development plans			

<b>DUTIES</b>	<b>TASKS</b>				
<b>DUTY B</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>B 5</b>
<b>Prepare teaching and learning activities</b>	Prepare schemes of work	Determine source of information	Prepare learning resources	Determine teaching methods	Determine learning activities.
	<b>B 6</b>	<b>B 7</b>	<b>B 8</b>	<b>B 9</b>	
	Prepare Lesson notes	Prepare Lesson plans	Determine learning venue	Organize projects e.g. exhibition	
<b>DUTY C</b>	<b>C 1</b>	<b>C 2</b>	<b>C 3</b>	<b>C 4</b>	<b>C 5</b>
<b>Deliver teaching and Learning activities</b>	Organize learning venue	Perform diagnostic assessment	Demonstrate skills / activities	Motivate learners'	Administer learning assignments
	<b>C 6</b>	<b>C 7</b>	<b>C 8</b>	<b>C 9</b>	<b>C 10</b>
	Manage the Learning process	Manage teaching learning resources (tools + equipment + materials)	Register learners' attendance	Evaluate teaching and learning process	Carry out remedial work
<b>DUTY D</b>	<b>D 1</b>	<b>D 2</b>	<b>D 3</b>	<b>D 4</b>	<b>D 5</b>
<b>Assess Learning</b>	Prepare assessment scheme	Determine areas of Assessment	Set objectives for assessment	Prepare assessment instruments	Moderate assessment instruments
	<b>D6</b>	<b>D7</b>	<b>D 8</b>	<b>D 9</b>	<b>D10</b>
	Prepare scoring guides	Prepare resources for assessment	Sensitize learners on assessment rules and regulations	Administer Assessment	Assess learners competences
	<b>D 11</b>	<b>D 12</b>	<b>D 13</b>		
	Prepare mark sheets	Analyses assessment results	Provide feedback on assessment		
<b>DUTY E</b>	<b>E 1</b>	<b>E 2</b>	<b>E 3</b>	<b>E 4</b>	<b>E 5</b>
<b>Carry out guidance and counselling</b>	Identify individual learners' guidance and counselling needs.	Provide sensitization on guidance and counselling	Source resource persons and materials.	Organize guidance + counselling sessions	Participate in career guidance talks
	<b>E 6</b>	<b>E 7</b>	<b>E 8</b>	<b>E 9</b>	
	Prepare guidance and counselling reports	Carry out research on development trends	Provide reproductive health education	Provide support to learners with special needs	

<b>DUTIES</b>	<b>TASKS</b>				
<b>DUTY F</b>	<b>F 1</b>	<b>F 2</b>	<b>F 3</b>	<b>F 4</b>	<b>F 5</b>
<b>Carry out co-curricular activities</b>	Determine type of activities	Prepare equipment tools and materials	Prepare co-curricular venues	Participate in coaching/mentoring of participants	Supervise co-curricular activities
	<b>F 6</b>	<b>F 7</b>			
	Nurture learners' talents	Participate in mentoring of participants.			
<b>DUTY G</b>	<b>G 1</b>	<b>G 2</b>	<b>G 3</b>	<b>G 4</b>	<b>G 5</b>
<b>Perform occupational safety, health + security Activities.</b>	Participate in health, safety & security training	Wear protective gear	Manage waste disposal and sanitation.	Apply occupational safety, health and security regulations	Maintain safety and security Measures
	<b>G 6</b>	<b>G 7</b>	<b>G 8</b>	<b>G 9</b>	
	Prepare first aid kit	Administer first aid	Display safety signs	Engage in sensitization on HIV/AIDS & other health concerns	
<b>DUTY H</b>	<b>H 1</b>	<b>H 2</b>	<b>H 3</b>	<b>H 4</b>	<b>H 5</b>
<b>Carry out administrative tasks</b>	Manage information.	Participate in admission of learners	Participate in staff recruitment	Sensitize learners on rules + regulations	Conduct school assemblies
	<b>H 6</b>	<b>H 7</b>	<b>H 8</b>	<b>H 9</b>	<b>H 10</b>
	Assign work	Supervise work	Evaluate work	Manage conflicts	Prepare administrative records
	<b>H 11</b>	<b>H 12</b>	<b>H 13</b>	<b>H 14</b>	<b>H 15</b>
	Prepare accountability reports	Appraise staff / students	Participate in public relations activities.	Participate in meetings	Participate in decision making
<b>DUTY I</b>	<b>I 1</b>	<b>I 2</b>	<b>I 3</b>	<b>I 4</b>	<b>I 5</b>
<b>Participate in continuous professional development (C.P.D)</b>	Attend technical workshops	Attend refresher courses	Provide Support	Mentor others	Attend professional training
	<b>I 6</b>	<b>I 7</b>	<b>I 8</b>	<b>I 9</b>	<b>I 10</b>

DUTIES	TASKS				
	Obtain membership in professional organizations	Review publications & other sources of knowledge.	Net work with peers on technical matters	Net work with other agencies on technical matters	Participate in Research & Dissemination.
<b>DUTY K</b>	<b>K 1</b>	<b>K 2</b>	<b>K 3</b>	<b>K 4</b>	<b>K 5</b>
<b>Network with stakeholders</b>	Identify areas of collaboration	Identify relevant partners	Establish roles of stakeholders	Collaborate with partners	Promote partnerships
	<b>K 6</b>	<b>K 7</b>	<b>K 8</b>		
	Monitor partnership outputs/ outcomes	Evaluate partnerships	Participate in community activities		

In addition to the management competences given above, the leaders and managers are expected to have the following competences (Table3):

**Table 3: Additional competences for education institutional leaders and managers across levels**

DUTIES	TASKS				
<b>DUTY L</b>	<b>L 1</b>	<b>L 2</b>	<b>L 3</b>	<b>L 4</b>	<b>L 5</b>
<b>Provide Leadership</b>	Plans institutional improvement	Ensure compliance with relevant policies and other provisions	Promotes institutional culture of excellence/ professionalism	Champions new initiatives/ innovations	Communicates a compelling vision for institution
	<b>L 6</b>	<b>L 7</b>	<b>L 8</b>	<b>L 9</b>	<b>L 10</b>
	Uses power/ authority fairly & professionally	Sets/ achieves institutional targets	Models/ encourages personal accountability	Promotes learning communities within institutions	Manages risk
<b>DUTY M</b>	<b>M 1</b>	<b>M 2</b>	<b>M 3</b>	<b>M 4</b>	<b>M 5</b>
<b>Demonstrates initiative</b>	Acts proactively when necessary	Innovates ways of addressing institutional problems	Plans/ implements plans for future	Explores new models or possibilities	Identifies how to create/add more value for staff and students
	<b>M 6</b>	<b>M 7</b>	<b>M 8</b>		

DUTIES	TASKS				
	Makes logical analysis of current relevant information and factors	Generates ideas that provide new insights	Objectively makes decisions now and on future issues		
<b>DUTY N</b>	<b>N 1</b>	<b>N 2</b>	<b>N 3</b>	<b>N 4</b>	<b>N 5</b>
<b>Promotes Teamwork</b>	Delegates authority	Monitors work progress	Develops productive relations with colleagues and learners	Develops processes to improve efficiency of teams	Builds strong teams
	<b>N 6</b>	<b>N 7</b>			
	Rewards achievements of members and teams	Supervises and supports colleagues in CPD activities			

## 4.6 Standards for Professional Practice

### 4.6.1 Standards for teaching

**Table 4: Generic standards for teaching and performance indicators**

Domains	Standards	Performance Indicators
<b>Planning and Preparation</b>	1. The teacher demonstrates the ability to perform long, medium and short term planning and preparation for teaching and other tasks	The Teacher: 1. Selects long/medium/short range goals and objectives appropriate to the context, age and cognitive level of the learners, content to be taught
		The Teacher 2. Demonstrates knowledge and understanding of children
		3. Selects appropriate content
		4. The teacher identifies appropriate teaching methods /strategies/activities
		5. The teacher selects and prepares appropriate resources and materials

<b>Learning Environment</b>	2. The teacher creates a learning/classroom environment which maximizes learning and various types of interaction	1. The teacher manages instructional time effectively
		2. The teacher manages student behaviour effectively
		3. The teacher organizes physical space attractively and efficiently
		4. The teacher promotes positive classroom interactions
		5. The teacher encourages the development of a culture of learning in his/her classroom.
<b>Instruction/ Teaching</b>	The teacher executes teaching/instruction in a manner which demonstrates a sound knowledge of psychological principles, subject matter, pedagogy and assessment	1. The teacher uses a variety of strategies to orient learners to the lesson
		2. The teacher demonstrates excellent communication skills
		3. The teacher uses a variety of strategies to enable the lesson to progress logically and smoothly in order to maximize learning
		4. The teacher uses effective strategies to end the lesson
		5. The teacher demonstrates a sound knowledge of subject matter and pedagogy
		6. The teacher demonstrates an understanding of Assessment principles, strategies and procedures
<b>Professionalism</b>	The teacher demonstrates a high level of professionalism in the way he/she executes teaching and other tasks, and interacts with administration, colleagues and other stakeholders in the education enterprise.	1. The teacher undertakes professional development activities
		2. The teacher undertakes leadership roles at the school and system levels
		3. The teacher adheres to expectations of the teaching profession
		4. The teacher develops professional relationships with colleagues, and the wider community
		5. The teacher promotes teaching as a profession

Teacher proficiency levels are important when evaluating teachers for promotion to the next career ladder. Below is a suggested proficiency rubric for classroom teachers:

**Table 5: Standards for various proficiency levels of classroom track teachers**

Competence Area	Typical of Junior / Novice teacher	Typical of Proficient or Mentor teacher	Typical of Principal or Master teacher
<b>Area 1:</b> <b>Facilitating Student learning</b>	Engage learners in purposeful and appropriate learning experiences	Cater for diverse student learning styles and needs through consistent application of a wide range of teaching strategies that promote active learning	Use exemplary teaching strategies and techniques that meet the needs of individuals and groups of students and/or classes of students in a highly responsive and inclusive manner
<b>Area 2:</b> <b>Understanding and Organizing Subject Matter for Learning</b>	Demonstrate teachers knowledge of and support learner's understanding of subject matter	Cater for various sources of information including ICTs and emphasize interrelating ideas and information within and across subject matter discipline	Use of exemplary ways to cultivate the spirit of self-and life-long learning among learners. Promotes understanding through instructional strategies and resources that are appropriate to the subject matter
<b>Area 3:</b> <b>Assessing and reporting student learning outcomes</b>	Monitor, assess, record and report student learning outcomes	Apply comprehensive systems of assessment and reporting in relation to student attainment of learning outcomes	Consistently use exemplary assessment and reporting strategies that are highly responsive and inclusive, and promote authentic learning
<b>Area 4:</b> <b>Engaging in Professional learning</b>	Reflect critically on professional experiences in order to enhance professional effectiveness	Contribute to the development of learning community Support apprentice teachers	Engage in a variety of learning activities that promote critical self- reflection and the development of a learning community
<b>Area 5:</b> <b>Participating in Curriculum policy and other program initiatives</b>	Participate in curriculum policy and program teamwork	Provide support for curriculum policy or other program teams	Provide academic leadership in the school by assuming a key role in school development processes including curriculum policy planning and formulation
<b>Area 6:</b> <b>Forming partnerships within the school community and beyond</b>	Establish partnerships with learners, colleagues, parents and other stakeholders	Support student learning through partnerships and teamwork with members of the school community and other stakeholders	Facilitate teamwork within the school community and other stakeholders

#### 4.6.2 Standards for school or institutional leadership

The competences for institutional leaders and managers (Table 3) and standards of proficiency are critical in improving school improvement.

**Table 6: Standards for various proficiency levels of institutional leaders and managers**

Competence Area	Typical of Junior / Developing Leader	Typical of Proficient Leaders	Typical of Exemplary/ Transformative Leader
<b>Area 1:</b> <b>Manage self and personal skills</b>	Promotes CPDs for colleagues. Some attempt at building collaborative learning with other institutions	Proactively identifies own professional needs or those of colleagues in response to national initiatives. Develops professional communities	Models exemplary leadership, promotes and extends CPDs based on need, builds collaborative learning cultures with other institutions, acts with integrity & professionally
<b>Area 2:</b> <b>Provide leadership</b>	Focuses on completing tasks rather than collaborative decision making. Develops effective structures and is performance driven in approach	Focuses on developing teams rather than merely completing tasks. Develops effective structures for best performance. Seeks to develop strategic leadership and clear communication	Develops effective structures and is highly creative, inclusive, strategic, collaborative, professional and performance driven in approach. Creates and sustains culture of collective involvement, feedback and clear communication. Learns and promotes innovation
<b>Area 3:</b> <b>Facilitate transformative change</b>	Plans and leads change in and across different areas of development. Identifies barriers and seeks solutions to them. Supports change management aimed at improving performance	Leads change and engages with stakeholders to facilitate it. Uses a range of methods or models to manage change and remove barriers. Focuses on performance improvements	Highly innovates and supportive of change management. Effectively manages barriers to change. Establishes and implements systems of reporting and improving performance in the institution
<b>Area 4:</b> <b>Working with people</b>	Selects a few colleagues or stakeholders to consult when making key decisions. Supports workforce and its welfare	Consults colleagues and stakeholders when making key decisions. Implements work force plans demonstrating secure knowledge of principles of strategic leadership	Consults extensively with colleagues and stakeholders when making decisions. Sensitive to group needs and dynamics. Models exemplary leadership with commitment to workforce and its welfare. Builds leading edge multi-professional teams, networks & learning communities

Competence Area	Typical of Junior / Developing Leader	Typical of Proficient Leaders	Typical of Exemplary/ Transformative Leader
<b>Area 5:</b> <b>Effective use of resources</b>	Contributes to the administrative support and maintenance of accurate financial, physical, technological and human resources	Manages financial, physical, technological and human resources to achieve desired goals according to management principles  Supports wellbeing initiatives for learners, staff and other stakeholders	Strategically leads and monitors financial, physical, technological and human resource use and wider developments under highest standards. Manages priorities, expectations and risks. Supports and ensures wellbeing initiatives for learners, staff and other stakeholders
<b>Area 6:</b> <b>Achieve targets</b>	Contributes to project and the attainment of targets. Selectively consults colleagues and other stakeholders	Plans and manages projects with a focus on achieving targets. Promotes effective use of business management processes. Selects a few people to consult on institutional targets	Continuous and consistent focus on achievement of targets. Articulates high expectations and sets stretching targets. Monitors and manages wider expectations outside of the institution. Aggressively markets services and achievements

*Adapted and Modified from School Business Management Competency Framework*

# CPD Implementation: The Cycle Approach

### 5.1 Levels of Implementation

The CPD goes through a cycle of planning, preparation, implementation, evaluation and review. Continuous professional development plan and the targets set can be in either the classroom and/or administrative track. Every school or educational institution should form a CPD committee. There are three levels of CPD implementation:

- a) Level 1 is the school or institutional level
- b) Level 2 is the School cluster, district level or regional levels in the case of HEIs that may not be found in every district
- c) Level 3 is the National level co-ordinated by Teacher Instructor Education and Training department (TIET)

At every level, the core aspects to consider are:

- a) What are the CPD priority needs of teacher or education institutional leaders? Where do they wish to reach?
- b) What resources are needed to implement CPD and where can they be obtained from?
- c) In the evaluation, ask the question: What has been achieved well? What needs to be done in the next cycle (including possible repeat)

CPD will need the development of basic tools to include:

- a) An assessment tool for identification of CPD needs
- b) A tool for developing goals, identifying content and activities
- c) An activity log to record CPD activities and progress
- d) A tool to review and evaluate CPD learning points as well as any challenges or relevant issues

The procedure to follow will be as follows:

- a) The individual teacher identifies and prioritizes CPD needs and resources needed.
- b) This is submitted to the school or institutional CPD committee that prepares CPD needs and priorities for the whole school
- c) The school or institution submits this to the district or head of the cluster of schools (including at regional level for HEIs) which then sends a summary to TIET (MoES)

## **5.2 Stages of CPD implementation**

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### **5.2.1 Reviewing Stage**

- i. The review element of the CPD cycle sets the stage for planning and completing CPD for the upcoming 1 year audit cycle
- ii. This review stage gives teachers time to reflect on their practice and identify areas that may require development
- iii. The review stage tends to be the entry point for the cycle, but can be revisited and added to at any time throughout the year as learning needs arise
- iv. The first stage of the CPD cycle requires teachers to conduct a self-directed review of their practice
- v. It is important for teachers to conduct a review of their global practice considering the knowledge, skills, performance and professional qualities needed to do their job
- vi. It is important to consider these in the context of current professional role, while also being mindful of future practice

### **5.2.2 Planning Stage**

- i. The planning stage of the CPD cycle gives teachers the opportunity to identify particular learning activities that address the learning needs and outcomes identified in the Review stage of the process
- ii. The planning stage allows teachers to prioritize their learning needs and outcomes and to select a suitable timeframe for achieving these goals
- iii. The plan is discussed and agreed by teachers, supervisors, and mentors and approved by institution management. It reflects targets set by the Department of Teacher/Tutor, Instructor Education and Training (TIET) and the institution management towards improving the quality of teaching and learning in line with the CPD work plan of the institution
- iv. The plan also spells out the roles and responsibilities of the teacher, the supervisors, and other stakeholders. It clarifies how the set targets will be reached, and the resources needed. Teachers can obtain resources through their supervisor/mentor or institution
- v. This stage encourages teachers to ensure that a wide range of learning activities is included in the plan

**Figure 1: Implementation of the CPD cycle**

- vi. This planning stage acts as a flexible roadmap for the one cycle ahead
- vii. Unplanned learning activities will arise and these can be included at a later stage in the portfolio. Additional learning needs can be added to the plan throughout the cycle as they arise

### 5.2.3 Plan Approval and Preparation Stage

- i. After the approval of the CPD plan, the teacher together with his/her supervisors, mentors or other leaders begin to prepare for the CPD activities
- ii. Preparation involves getting the resources ready and concretizing the plan. It is vital to get this phase right as it will determine the outcome of the CPD process

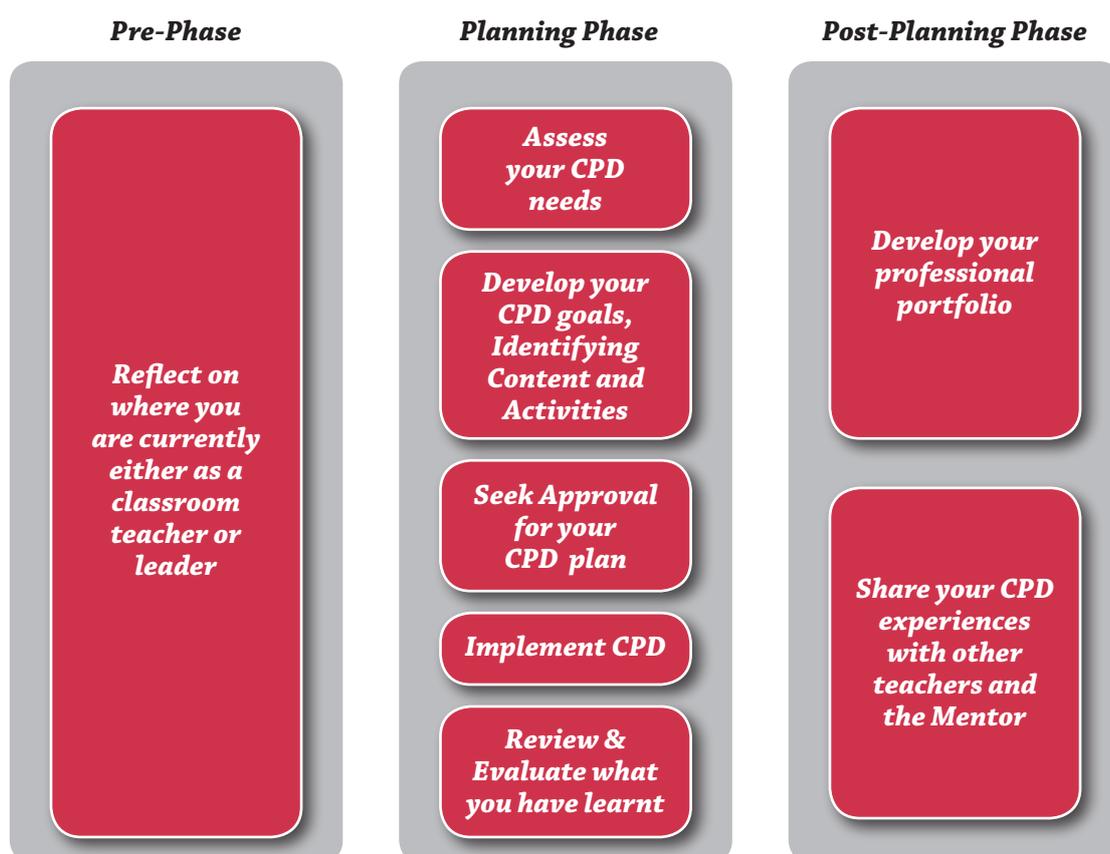
### 5.2.4 Implementation Stage

- i. This is the action stage of the CPD cycle, where teachers put the plan from Review and Planning stages into action
- ii. Throughout the implementation the teachers and the supervisors monitor the implementation and flexibly adjust where relevant and justifiable
- iii. Each teacher is responsible for documenting CPD activities they undertake. CPD credits will be allocated on the basis of learning according to the suggested credit allocation rubric
- iv. CPD credits should be supported by evidence in the CPD portfolio and this should enable assessors to validate the allocation of credits for each activity
- v. After completing the CPD activity, it is useful to review the activity and the appropriate evidence associated with it, to ensure that the teacher has sufficient information on his/her portfolio

### 5.2.5 Evaluation and Documentation Stage

- i. This involves assessment or evaluation of the previous stages of the CPD process by the teacher, and Head teacher, Mentor teacher or some other teacher may formally assess the teacher
- ii. This stage also focuses on tidying up the CPD portfolio or an accurate record of the previous stages. It is important to get the documentation right. The format of the compilation will be provided to the teacher. Figure 2 provides a summary of all these stages

**Figure 2: Implementation phases for CPD activities by the individual teacher**



## 5.3 Resources necessary for implementation

### 5.3.1 Human Resources

- i. Set a HR committee
- ii. To coordinate, enforce and implement the programme in training institution
- iii. Draw annual schedule to ensure that there is no human resource gap in TTIs and headquarters during the CPD
- iv. Create a data base and build capacity of Trainer of Trainers
- v. Institutionalize CPD so that all the personnel benefit

### **5.3.2 Financial Resources**

- i. Sector includes budget for the CPD in the annual budget framework
- ii. Mobilise funds from donors
- iii. Financial support for the required infrastructure e.g. ICTs, Printing etc.

### **5.3.3 Support Materials**

- i. Development of standard teacher training frameworks and materials by respective institutions (NCDC, NCHE, Higher institutions) for beneficiaries/teachers at all levels
- ii. Instructional Resources Management Unit and respective institutions supports the materials development
- iii. TIET coordinates development of support materials
- iv. ICTs

## **5.4 Roles and Mandates**

The Ministry of Education and Sports will be responsible for the successful implementation of the CPD Framework. Particular attention shall be paid to the review and evaluation of the effectiveness of the Framework and recommendations on the improvement of the implementation strategies.

### **5.4.1 Teacher Education or TIET Department (MoES)**

The Department of Teacher and Instructor Education and Training shall be charged with overall operational management of the CPD Teacher Framework. TIET has a broad mandate situated which includes putting in place support mechanisms, resources and measures on continuous professional development. It will continue to work closely with the various departments including pre-primary and primary, secondary education, TVET and higher education.

The MoES is currently putting in place an institutionalized Teacher Development Management System for both primary and secondary school teachers. This structure should enable the implementation of standardized CPDs when necessary. TIET shall participate in routine monitoring of the CPD implementation process. It will identify gaps and challenges and suggest solutions to these challenges. It will compile annual CPD progress reports to be submitted to the Ministry's Top Management. It will work closely with the Directorate of Education Standards (DES) which develops standards, the Uganda National Institute for Teacher Education (UNITE) and the National Teachers Council in the implementation of this Framework.

### **5.4.2 The Directorate of Education Standards (DES)**

This is the institution "responsible for standards in all education institutions in Uganda". The NCHE is an autonomous institution recognized by the Ministry of Education and Sports, with various supervisory and regulatory roles, including as they relate to the performance and quality improvement of the Higher Education Institutions (HEIs).

### **5.4.3 The Uganda National Institute for Teacher Education (UNITE)**

This is the institution that will be responsible for spearheading the training of tutors and the CPD activities. The UNITE will be an autonomous institution recognized by the Ministry of Education and Sports, with various supervisory and regulatory roles, including spearheading the delivery of CPD activities.

### **5.4.4 Local Government**

Local government will monitor, coordinate and support the implementation of CPD activities at District level. This is particularly pertinent when dealing with primary school teachers.

### **5.4.5 Teacher Training Institutions**

Teacher Training Institutions (TTIs) must be linked to the CPD implementation framework. They should participate in the planning, development, implementation and monitoring of their own CPD activities but also those of schools so that pre-service training is linked to CPD training. In several TTIs attempts are being undertaken to institutionalize CPD through the establishment and support for mentorship/CPD committees. These have an important role to play in supporting the implementation process within these institutions. They develop the overall plans, guide the implementation and develop tools and services that shape CPD in the TTIs.

### **5.4.6 Education Development Partners and NGOs**

These fund and the support to CPD activities in various forms and at various levels. In this capacity they also support material development. In terms of policy development they are actively involved in the monitoring and evaluation of progress of education at the national level.

### **5.4.7 Schools and other Educational Institutions**

Schools and other education institutions will plan, support and implement their own CPD activities. It is recommended that every school or educational institution should form a CPD committee to oversee the CPD activities. The issue of resources is particularly critical, and so the schools or other institutions must be encouraged to prioritize. A cluster of schools or institutions can come together to jointly implement CPD activities after analyzing teacher needs or those of their leaders. School leaders are responsible for:

- a) Strategic planning and resource management
- b) Creating a CPD management strategy within the institution
- c) Ensuring that an effective CPD needs analysis is carried out each year
- d) Identifying issues for consideration as CPD proprieties together with colleagues
- e) Ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget
- f) Regularly monitoring the effectiveness of the changes to teaching and learning
- g) Ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback

- h) Collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues
- i) Collaborating with District Education Office to ensure that national and regional CPD priorities are addressed in institutional CPD planning
- j) Taking part in regional and national CPD activities which ensure that knowledge and experience is up- to-date
- k) Ensuring that all teachers in schools take part in an agreed number of hours of CPD activities each year

#### **5.4.8 Cluster schools or institutions**

Are responsible for:

- a) Establishing and supporting the Cluster CPD Committee
- b) Managing and Coordinating CPD activities within the cluster
- c) Collating and sharing individual school CPD plans
- d) Supporting, as appropriate, the Annual School CPD plans
- e) Providing opportunities for collaboration and the sharing of good practice within the cluster (samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons etc.)
- f) Making available resources for cluster schools to use in the classroom
- g) Providing training opportunities as appropriate
- h) Supporting the delivery of the induction programme for Newly Deployed Teachers
- i) Reporting annually to the District on cluster CPD activities
- j) Maintaining an effective communication system between all the schools

#### **5.4.9 CPD committees within the school or institutions**

These will be responsible for overseeing the implementation of CPD activities within the school or institution

#### **5.4.10 Teachers and their Representatives;**

These include the Uganda National Teachers Council and Teacher/Teaching Regulatory Bodies like the Head Teachers Associations and Teacher Related Associations. Their main roles and responsibilities will be to provide forum for ensuring quality in the provision of CPD activities and to link these up with the career progression of the teacher. They also carry out advocacy and sensitization on teacher participation in CPDs; represent teacher concerns/needs, and participate in validating the processes. School Leaders (head teachers and deputy head teachers) will provide support to teachers and assess their competencies. In addition, they compile a list of CPD needs in their institutions.

Individual teachers have a responsibility to identify and prioritize their own CPD needs and seek for support from their institutions. Teachers have the responsibility to develop at a personal and professional level. The teacher therefore should:

1. Engaging in their own Continuous Professional Development throughout their careers
2. Consulting with others (e.g. mentors, supervisors), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional

Competencies, and working collaboratively with colleagues to improve teaching and learning.

3. Carrying out at least twenty hours of CPD each year
4. Putting CPD into practice in the classroom
5. Being committed to supporting the wider CPD needs of their institution
6. Maintaining a Professional Portfolio to record all their CPD and other professional activities

In the table below, a summary of the responsibilities of various actors is provided in the tables below. This table is adopted and modified from the BTC supported Support Supervision Manual 2016 for Teacher Training Institutions.

**Table 7: Roles and responsibilities of stakeholders in the implementation of CPD activities within schools or educational institutions**

Unit	ROLES / RESPONSIBILITY IN RELATION TO IMPLEMENTATION OF CPD ACTIVITIES
<b>SCHOOL OR EDUCATIONAL INSTITUTIONS</b>	<p><b>CPD Committees</b></p> <ol style="list-style-type: none"> <li>1. To establish effective leadership and learner centered pedagogy in the school or institution.               <ol style="list-style-type: none"> <li>a) To monitor the development of work and lesson plan preparation.</li> <li>b) To design guidelines on lesson observation, including pre and post lesson activities</li> <li>c) To give clinical lesson support supervision skills to teaching staff.</li> </ol> </li> <li>2. To initiate innovative and creative teaching-learning resource development.</li> <li>3. To organize and coordinate, including planning and reporting of mentoring and coaching.</li> <li>4. To coordinate with the management and support teachers in their interaction with TIET, The National Teachers Council and Awarding Universities.</li> <li>5. To provide in-service training on various topics, including but not limited to:               <ol style="list-style-type: none"> <li>a) Student testing and assessment</li> <li>b) Innovative teaching and learning methods</li> <li>c) Coaching and mentoring</li> <li>d) Educational technology</li> </ol> </li> <li>6. To design a monitoring tool to determine/ evaluate the effectiveness of mentorship.</li> <li>7. To initiate Action Research on mentorship activities.</li> </ol>
	<p><b>Heads of Departments</b></p> <p>To continuously identify the capacity development need / capacity gaps in each department, and keep oversight on the professional development needs of the members of the department.</p> <p>To submit proposals to the administration for continuous professional development, including participants identified.</p>
	<p><b>Heads of Institute</b></p> <p>To report to TIET (recommendations through biannual and annual reports).</p> <p>To report on the curriculum needs to awarding bodies.</p>
	<p><b>Governing council</b></p> <p>To review and endorse CPD planning and delivery.</p> <p>To advise and give feedback for improved CPD and support the development of CPD for the TTI at the higher administrative and academic levels.</p>

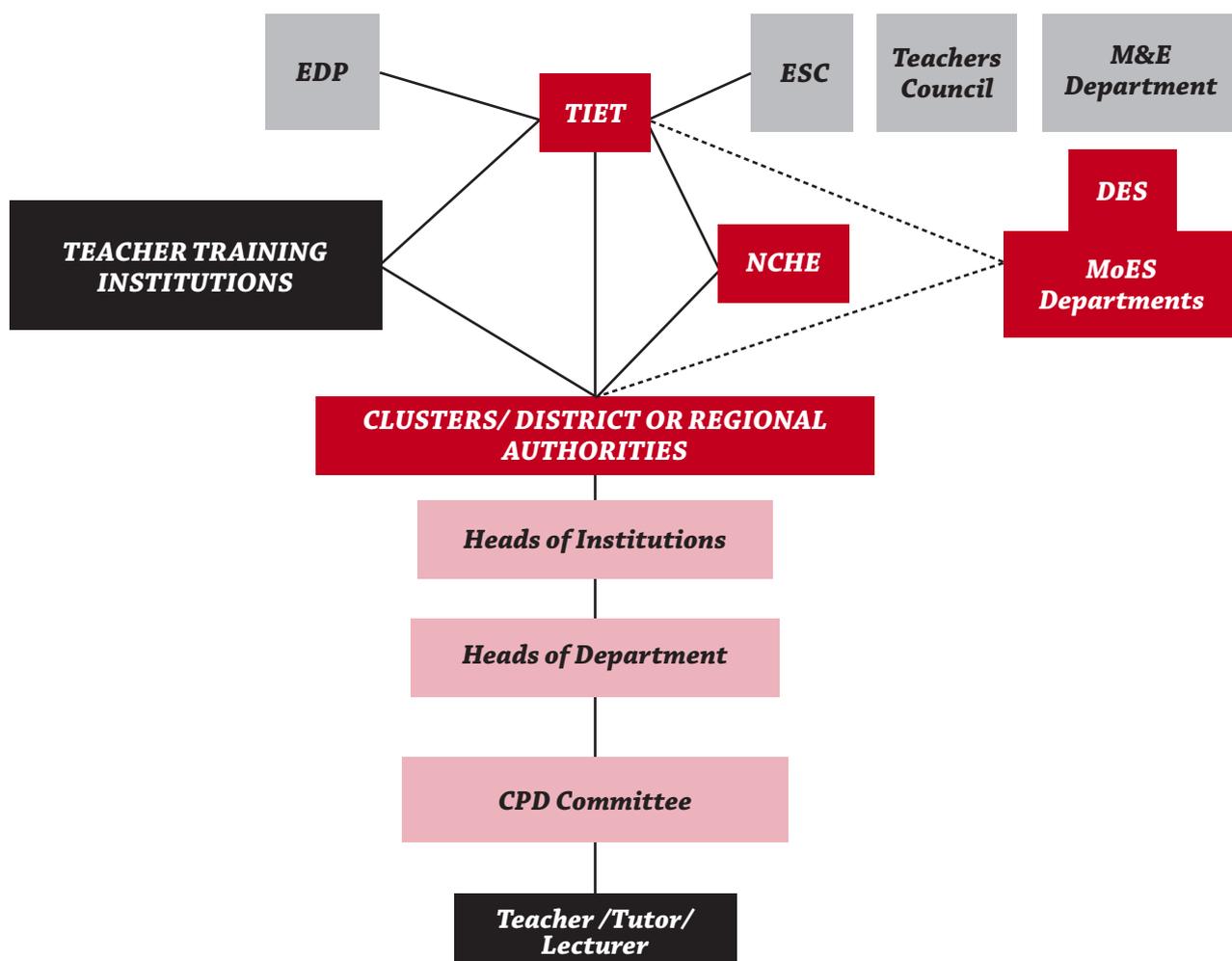
Adopted and Modified from Support Supervision Manual for Teacher Training Institutions in Uganda (BTC Funded, 2016)

## 5.5 Coordination Mechanisms

The overall coordination and oversight of the Framework shall be undertaken by the TIET department of the Ministry of Education and Sports. It will coordinate the various stakeholders in the implementation process at various operational levels. In playing this role, the TIET Department shall work in a collaborative approach with other stakeholders such as the Directorate of Education Standards, UNATU, and the National Teachers' Council. In addition, it should work closely with the following:

- Scholars, Researchers, Think Tanks* - Provide expertise, input and evidence to inform options available for provision of effective CPD activities. Such agencies include NAPE and UWEZO
- Private Sector* (Civil Society Organisations, Foundation Bodies etc.) - Represents the needs and interests of companies and businesses in the Framework implementation process.
- Examination Boards (UNEB, UNMEB, UAHEB, UBTEB) and,
- National Curriculum Development Centre- Especially on curriculum reforms and how these impact on teacher competences

**Figure 3: Coordination of Continuous Professional Development**



## 5.6 Monitoring and Evaluation of the CPD activities

Monitoring and Evaluation (M&E) is a critical aspect of the education quality assurance. For example, stakeholders need to know which interactions are working and with what level of required output. The TIET Department of the Ministry of Education and Sports will monitor and evaluate the implementation of the Framework. Monitoring will be done at directorate, departmental and individual level, while evaluation will be done at the ministry and sector level.

The following are the various monitoring and evaluation levels in the education sector in the country.

1. At MoES headquarters, the Education Management Information System (EMIS) was established in 1999 to capture data on all levels of education throughout the country.
2. The National Council for Higher Education (NCHE), established by an Act 2 of Parliament in 2001, also has designed quality indicators which are used:
  - a) To assess the application for higher education institutions that wish to be considered for the grading of Provisional Licenses, Charters and Certificates of Classification;
  - b) Monitoring of the progress being made by universities and other tertiary institutions in providing quality education.
3. The Directorate of Education Standards (DES) in its inspection Hand book has outlined the types of inspections often undertaken by the Directorate. The goal in these inspections is to gather relevant data required for making judgment on the quality of education.
4. Clusters, district or regional level
 

A group of schools or institutions can form a CPD Monitoring Committee for their schools or institutions. At the District level, the DEO and DIS can be part of the Monitoring Team for schools within that district or region (where several districts have agreed to monitor schools jointly).
5. School level

Within the school or institutional level, a Monitoring Committee (CPD Committee) will monitor the implementation of CPD activities

**Table 8: Expected outputs and outcomes from M&E**

No	Goal	Indicator	Data Needs	Data Sources	Frequency
A	Conduct continuous teachers' professional development to all teachers in Uganda.	Teacher professional quality Index (per sector)	Teachers with minimum CPD points Total number of teachers	NTC, DES, TIET	Annually
		No. CPD programmes annually	CPD programmes run annually	NTC, DES, TIET, Institutions	Annually

No	Goal	Indicator	Data Needs	Data Sources	Frequency
		No. of Teachers trained under TDMS/CPD system	No. of teachers trained Total teaching force	NTC, DES, TIET	Annually
B	Institutionalize the link between CPD and Teacher Training	No. of Tutors and Teacher Training institutions participating in CPD/In-service	No. of tutors/ Institutions participating Total tutor force/ Training institutions	NTC, DES, TIET TTIs Institutions	Annually
		No. of Centre Co-ordinating Tutors/ Centres	No. of CCTs participating Total No. of CCTs	NTC, DES, TIET TTIs	Annually
C	Develop competences and standards of performance for the teaching profession	Teacher competences and performance standards	Document on teacher competences and standards	TSD	Once
			Teacher Performance evaluated	Institutions, DES, TIET	Annually
D	Institutionalize the link between CPD and Career progression	Career progression on the basis of CPD points and other achievements	Scheme of Service institutionalized	ESC	Once
			No. of teachers promoted to the next level of career path	NTC, TIET, DES	Annually

## Chapter 6

# Teacher Assessment and Appraisal

### 6.1 Introduction

Evidence suggest that the more time teachers spend on professional development, the more significantly they change their practices and that participating in professional learning communities optimizes the time spent on professional development. To be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching. Research shows that professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use and national academic standards that guide their work, and the assessment and accountability measures that evaluate their success.

Teacher assessment is an important aspect of continuous professional development. It can either be done by the teacher (self-assessment) or the Mentor Teacher or Head Teacher or some other person in higher authority. If CPD is to be initiated and managed by teachers themselves according to their needs, self-assessment should be promoted. Self-assessment is often used as a descriptor of the ability of individuals to identify their inherent strengths and shortcomings. Self-assessment has long been identified as a vital ingredient in CPD of teachers so as to develop self-directed and enquiring minds, leading to lifelong learning and ensuring satisfactory ongoing professional self-regulation. **Performance assessments by the Mentor teacher or Head/Principal that integrate evidence of teaching practices and student learning measured in a variety of ways** (such as student work, lesson plans, assignments, and/or assessment by National Teachers Council or Directorate of Education Standards) should be done alongside general teacher appraisal.

### 6.2 Teacher Assessment in Uganda

Assessment of Teacher performance in Uganda is not well developed. Head Teachers or Principals are expected to be knowledgeable in teaching and curriculum matters, as well as to provide guidance and support to teachers. They evaluate teachers, provide feedback, assess the school's needs for professional development, and direct instructional resources where they are most needed. In Uganda, principals are expected to teach students (a minimum of six periods per week), be in charge of the administration and management of the school (and of reporting to the School Management Committee), supervise and assess teachers' performance, make documented instructional observations with consecutive feedback to each teacher at least two times per term, regularly review teachers scheme of work and lesson plans and provide feedback to teachers, and use information from instructional observation, schemes of work, lesson plans, and teacher and pupil assessment to plan for continuous professional development activities. In addition, there are no specific programmes to support the development of principals' leadership skills. Principals' leadership skills can be developed through supported work experience or

through specific training courses.

Teacher appraisals take place at the school level: the principal is in charge of evaluating each of the teachers under her supervision. There are no external evaluations of individual teacher performance. The district inspectorate and the national inspectorate perform school inspections regularly. Inspectors are expected to focus their visit on the analysis of teaching and learning as well as school management. They visit classrooms and look at student work. However, such observations are meant to provide information on the overall performance of the school, rather than on the performance of each individual teacher, since not all teachers are observed during school inspections.

### **6.3 School based Assessment**

This framework suggests that teacher assessment, appraisal and support supervision should be competence and school based. There are a number of advantages of School based assessment of teachers including the following:

1. It would contextualize teaching thus improving the relevance of training and therefore the resultant teacher assessment,
2. It is likely to be more reliable because school administrators are almost always on the ground instead of receiving an External assessor once in a year or more, as has been the practice,
3. It would be more welcome by the teachers who would see it more as an effort to support their growth,
4. It is seen as less terrifying and not entirely fault finding.
5. It is cheap i.e. you will be able to train/coach/mentor/guide many more teachers;
6. It helps to retain teachers,
7. The head teacher and other administrators are best placed to carry out more effective monitoring especially if they are supported with well-developed tools of assessment.

The following procedures and practices are recommended if school based assessment of teachers:

1. The school sets its targets to be achieved at the end of year through a consensus with teachers from different departments
2. The Individual teacher sets his/her annual competency achievement targets: All teachers should begin the year by developing their annual performance goals, which they record on a standardized evaluation form. These performance goals address both the “what” and “how” of performance.
3. The supervisors (administrators) evaluate competency levels throughout the year: They monitor each teacher’s progress on their competency goals and other work performance goals. The supervisors frequently observe and confer with teachers, providing coaching and guidance when needed. They assess each teacher’s progress toward her goals and offer constructive criticism and advice about their performance and opportunities for improvements. They also hear from the teachers especially regarding challenges.
4. At the end of the year, teachers meet once more with their supervisor to discuss whether they have met the goals established at the beginning of the year. The year-

end appraisal has multiple purposes, each of which is designed to improve teacher performance. By comparing actual performance with planned performance, teachers and their supervisors come to an agreement about the next stages of teacher growth a teacher needs to attain and the support that is available.

5. Every 3-5 years, a major review of teacher performance is done with the view to promoting him or her to the next rung of the ladder.

This Model is most suitable for Uganda considering that the Directorate of Education Standards and other Ministry of Education and Sports personnel are few and their mobility is limited due to limited funding. Each year, every teacher should be required to have accumulated 20 points out of CPD activities which will be documented by the National Teachers Council and other relevant organs to be used for purposes of career progression.

## **6.4 Non School based Assessment**

As stated earlier, there are virtually no external evaluations of individual teacher performance. The focus of the inspectorate directorate is on school management. However, they visit classrooms and look at student work in order to obtain information on the overall performance of the school, rather than on the performance of each individual teacher, since not all teachers are observed during school inspections.

The Teacher Development Management System is an attempt to institutionalize in-service training of serving teachers, head teachers and education managers; enhanced support to Education Managers, School Managers and Administrators and, enhanced community participation in school activities. It uses structures of Centre Coordinating Tutors (CCTs) and Resource centers. Teacher assessment is conducted by CCTs. The major challenges was its lack of integration to pre-service training, the lack of clarity of the roles of CCTs and that of staff of Directorate of Education Standard (Inspectorate). A new TDMS project has been conceptualized for both primary and secondary schools.

## **6.5 Tools**

For assessment of continuous professional development to become more effective, the necessary tools are critical. The following tools adopted and modified from Support Supervision Manual of MoES developed under BTC Project.

**Table 9: A Summary of basic tools for assessing CPD**

STEP	Objective	Teacher or Principal	School or Institution
<b>Planning</b>	Review performance based on teacher's competencies identified in the performance appraisal report by supervisor and supervisee  Identify and discuss priority CPD needs and activities for pedagogical support and administrative supervision		Continuous Professional Development Work Plan, including Mentorship Programme
		Self-reflection report	
		Performance appraisal report, including identification of targeted CDP outputs	
		Personal Professional Development Plan, including request for CPD support	
			Planning Document in institution or school/ Execution Agreement (which includes the CPD Work Plan), including budgets based on cost norms
<b>Approval</b>	Agree on Roles and Responsibilities  Identify resources for CPD support  Set criteria for success and agree on ways of monitoring / evaluation  Sign the Personal Professional Development Plan by the supervisor	Approved Personal Professional Development Plan in line with CPD Work Plan and Implementation and Support/ Mentorship Programme	
<b>Implementation</b>	Provide training and pedagogical support  Apply in teaching practice and reflect on practice  Provide feedback through lesson observation tools and the CPD activity reports	Back-to-office reports after CPD activity	CPD activity report
		Mentoring report, including Lesson Observation and updated Self-reflection report	
		Action research report	

STEP	Objective	Teacher or Principal	School or Institution
<b>Review the results</b>	Review results: activities, outputs and outcomes for the individual and the TTI  Review the Personal Professional Development Plan during the performance appraisal	Performance appraisal report, including assessment of targeted CPD outputs	
			HRD / Assessment reports
			Inspection Report
			Accounting and Logistical and Financial report

*Adopted and Modified from Support Supervision Manual, MoES 2016*

**Table 10: A CPD / Personal Development Plan Tool**

CPD Plan/Personal development plan			
<b>NAME:</b>		<b>TEACHER NUMBER:</b>	
<b>COVERING THE PERIOD FROM:</b>		<b>TO:</b>	

**Planned outcome**

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or “more of the same”.)

What do I want/ need to learn and why?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be? <i>How have I implemented my learning and what impact has this had (at work/outside of work)?</i>	Target dates for review and completion

**Table 11: CPD Reflection/Development Record**

CPD Reflection/Development record				
<b>NAME:</b>			<b>TEACHER NUMBER:</b>	
<b>COVERING THE PERIOD FROM:</b>			<b>TO:</b>	
Key dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?

**Table 12: Back to Office Report**

CPD Back to Office Report (BTOR)				
<b>NAME:</b>			<b>TEACHER NUMBER:</b>	
<b>Title of the Activity</b>			<b>Service Provider</b>	
<b>Dates of CPD Activity</b>			<b>Objectives of the CPD activity</b>	
Activities undertaken				
Professional Application				
Activities to apply				
Expected results				
Comments				
Submission Date				
Approval Date				

**Table 13: Assessment of Core Competences**

Assessment of Core Competences							
NAME:					TEACHER NUMBER:		
COVERING THE PERIOD FROM:					TO:		
Duties	TASK					SCORE	
	1	2	3	4	5		
A							
B							
C							
D							
E							

Find Score per duty and the total score in percentage

Not competent= Score <40%; Fairly competent= 40-59%; Competent=60-79%; Very competent 80 -100%

**Table 14: Score Sheet Guide - Linkage to Career Progression**

Assessment Score Sheet						
NAME:				TEACHER NUMBER:		
COVERING THE PERIOD FROM:				TO:		
	1 hour =1 point	1 hour=2 points	1 hour = 3 points			
1	Working with a mentor to improve practice	Acting as a Mentor or Supervisor/ or conducting CPD as a facilitator	Attending Formal education programmes leading to a formal qualification			
2	Reading professional journals and books, or participating in professional reading or discussion	Attend a short course distance or online with a minimum of 3 hours of active learning per week	Attend short course 3-6 months face-to-face with a minimum of 15 hours of active learning per week			
3	Attending conferences, seminars, workshops or in-service training	Presenting at conferences, seminars, workshops or in-service training	Writing articles for publication in journals/Writing books			
4	Active membership of a professional body	Participate in committees of a professional body	Developing policies, protocols or guidelines			

5	Participating in case studies, peer review etc.	Carrying out CPD assessment/ Carrying out research	Conduct research as a principal investigator
6	Keeping a self-reflection journals of innovations in teaching and leadership	Planning or running a seminar or workshop or in-service training	Planning or running a short course face-to face, distance or on-line 3-6 months duration

# ***THE COSTED IMPLEMENTATION PLAN***

# ***The Purpose and Costing of the CPD Framework***

### ***7.1 Purpose***

The purpose of the Implementation Plan for the CPD framework is to provide a detailed plan of action and schedule of activities, costs, expected difficulties and sequence for undertaking interventions so as to achieve the strategic objectives laid down in the framework document.

#### ***7.1.2 Objectives of the implementation Plan***

The following are the specific objectives for the costed implementation plan:

1. Clarify the rationale, scope and objectives of the CPD framework
2. Establish a clear and detailed statement of the activities and strategies to be done in order to realize the objectives of the CPD Framework for teachers
3. Prioritize activities and strategies in the implementation of the framework
4. Establish risks to be managed during implementation and how this is to be done
5. Establish costs and durations for various activities
6. Establish resources both physical and human, required to implement the CPD Framework at various levels
7. Identify the key actors in the implementation of the framework

### ***7.3 Scope of the Implementation Plan***

This implementation Plan covers the interventions to be undertaken as part of the CPD Framework over a duration period of five (5) years from the time of the final approval of the framework is by the Ministry of Education and Sports.

### ***7.4 Key Assumptions***

The following are the key assumptions for the effective implementation of the CPD Framework:

1. The Uganda National Institute of Teacher Education (UNITE) will be established and supported to provide leadership in the CPD of teachers and tutors
2. The critical resources needed to implement key aspects of the CPD framework will be made available and frugally utilized by both government and other key stakeholders
3. Innovations in CPD will be mainstreamed into all teacher training institutions and will be used to train teachers and tutors

4. Teachers scheme of service will be reviewed and implemented
5. Teachers Assessment and Appraisal Framework will be developed and implemented
6. CPD activities of teachers and tutors will be rewarded and used during career progression in the reviewed scheme of service
7. The private sector, teachers and their unions, and other key stakeholders will welcome the move to professionalize the teaching profession by supporting CPDs and their sustainability
8. That the site specific model of CPD provision will be the dominant model used, but other models will also be used depending on the purpose and resource availability
9. The implementation of CPD framework will utilize existing structures especially those established under the Teacher Development and Management Systems (TDMS) project
10. Government continues to provide political will for teacher reform as key to improving the quality of education in this country

## 7.5 Risks and Mitigation Strategies

The following are possible risks and proposed strategies to address the identified risks to the effective implementation of the CPD framework.

S/No.	Risk Factor	Likelihood of Occurrence	Mitigation Strategy
1	Inadequate financial support from Government and other education stakeholders	Moderate	Financial resource mobilization initiatives will be undertaken to supplement GoU funding through engagement with beneficiary teachers, local communities as well as Education Development Partners (EDPs) to support the different policy interventions.
2	Uganda National Institute of Teacher Education (UNITE) will be established and supported to carry out its functions	Low	Government realizes the benefits of having an Institute for Teacher Education that is a separate entity from universities so that it plays a critical role in providing leadership for CPD activities and the training of tutors for Primary Teachers Colleges.
3	Inadequate technical and institutional capacity especially at local Government level to implement the CPD framework	High	Capacity building activities will be organized by the Uganda National Institute of Teacher Education (UNITE) and at Local Government level to address the identified capacity gaps.
4	Corruption and embezzlement of resources meant to implement the CPD framework	Moderate	Government will continue to strengthen the established mechanisms aimed at addressing corruption and embezzlement of public funds.

S/No.	Risk Factor	Likelihood of Occurrence	Mitigation Strategy
5	Political will to carry education reforms through especially those to do with teachers	Low	Government will continue to carry out reforms including the implementation of the scheme of service amidst the competing need for infrastructure development
6	Resistance from the private sector and teachers towards implementation of strategies such as CPDs as part of professionalizing the teaching profession. It is also anticipated that there may some resistance regarding the formation of the Uganda National Institute for Education from some stakeholders	Moderate	Awareness creation programs will be undertaken as part of the strategic policy implementation activities so as to create appreciation and understanding among all stakeholders, teachers inclusive, on the benefits and hence the need for the NTP.
7	Negative political influence especially at community level	Low	Stakeholder engagement programmes will be designed to bring on board local politicians to appreciate and support implementation of the NTP in their respective areas of jurisdiction

## 7.6 Methodology for costing

The method of measuring the cost and performance of activities and cost drivers, assigning cost to activities based on their use of resources is provided in this chapter. The purpose of the methodology is to explain and show how the cost of implementing the major continuous professional development (CPD) interventions defined in the framework so as to achieve the stated objectives of the framework have been arrived. In establishing the cost of implementing the CPD framework, the following considerations were taken into account:

### 7.6.1 Activity identification

The critical activities necessary for implementation of key interventions that will serve to enhance teacher competences, ethical conduct and professionalism have been identified. A staggered approach was adopted in which the first activities to be undertaken will include a baseline survey and the training of Master Trainers who in turn will train other trainers throughout the country. It is envisaged that the establishment of a Uganda National Institute of Teacher Education (UNITE) will provide the necessary leadership in CPD training activities. The main operational tasks as included in the broad framework strategies will be undertaken as part and parcel of the normal schedule of duties and functions for the proposed Institutions.

### **7.6.2 Cost Identification and Classification**

In identifying the costs to be borne during implementation of the CPD framework, two distinct categories of recurrent and non-recurrent costs were considered. The recurrent costs include wage expenses, field activity expenses, media engagement fees, rent expenses, office utilities and stakeholder engagement expenses. Non-recurrent expenses include cost of developing a Uganda National Institute of Teacher Education (UNITE) Act, development expenses including infrastructure development and vehicle purchase expenses.

The historical data / information for each element of the activity was identified and taken into consideration in coming up with an indicative cost for each of the activity classified under each of the cost drivers. The cost estimates for each activity/element/ item were derived from actual costs of the inputs / components (materials /equipment, number of days, etc.) and quantity of the required element. Consequently the historical cost data estimates were prepared using data available from MoES, other Government agencies and market survey as at the time period during which the cost estimates were prepared.

### **7.6.3 Description of Cost Drivers in the CPD Framework**

The CPD Framework provides a broad framework to guide the provision of continuous professional development of teachers in a coherent and streamlined manner aimed at improving teacher competences, ethics professionalism. Implementation of interventions under the CPD framework will be guided by the following cost drivers:

#### **i) Undertaking of baseline survey to identify capacity gaps among teachers**

Baseline surveys will help to identify the competence gaps among teachers. They will be carried out regionally and the gaps mapped according to the magnitude of need and priorities. In this way the interventions will be designed to address a real need on the ground. This activity will be undertaken in Year 1.

#### **ii) Initial training of Master Trainers**

The first year will also see the training of Master Trainers who will be in turn train the Trainers. The Trainers will be responsible for cascading the upskilling of teachers throughout the country using the Teacher Development Management Systems (TDMS) structures for primary schools and the proposed structures for the Secondary Teacher Development Management Systems (STDMS).

#### **iii) Roll out capacity development of teachers countrywide**

This will form the main activity for CPD of teachers. To initiate this activity, it is proposed that the cascade model is used until a critical mass of teachers has undergone the generalized modules addressing the gaps identified during the baseline survey. Thereafter, a site specific model will be used in which teachers from a school or clusters of schools will identify and prioritize their training needs. The CPD training will then be tailored to this specific need. In undertaking this activity, the main cost drivers will include costs incurred on training fees, training materials, transport costs, allowances and meals during training.

#### **iv) Monitoring and Evaluation**

There will be undertaking of monitoring activities for the framework to track its implementation and this will be conducted annually. The CPD framework monitoring activities will be aimed at following up on implementation of the different strategic interventions specified in the framework and generate information on how

implementation can be routinely strengthened so as to achieve the objectives set forth in the framework.

**v) Capacity Development for Master Trainers**

The capacity of Master Trainers will routinely be assessed and built-up so as to sustain their ability to implement rigorous but flexible modules in line with the current and future demands of teachers. It is planned that the Master trainers will be trained and accredited at different levels of expertise.

**vi) Review of CPD implementation**

The implementation plan will be reviewed from time to time depending on changing policies, work environment and levels of achievement of set goals as revealed by the monitoring and evaluation studies. The goal is to offer flexible but effective CPD programmes for teachers in the whole country.

**vii) Documentation and information sharing on implementation of the CPD Framework**

A critical aspect of the implementation of the CPD framework will be documentation. The plan envisages improved data capture on teachers, schools and learners through the integration of EMIS, TMIS, NIRA and other data capture tools that will inform planning and implementation.

#### **7.6.4 Adjustments for Inflation and Risk**

The Ugandan economy is prone to inflationary pressures and as such, the indicative costs for activities to be implemented in future time period run a risk of implementation failure due to under-budgeting as inflation corrodes the value of budgeted funds over time. As a pre-cautionary measure, inflation has been taken into account in developing the costing for the CPD framework's implementation plan.

In line with this, an adjustment for inflation and other unforeseen risk factors has been incorporated into the model for generating annualized implementation costs for the framework. In adjusting for inflation and other risk factors, the following formula has been used:

Cost of implementation at future time ( $C_{t+1}$ ) = Current cost of implementation + [ $q$  \* Current cost of implementation]

Where:  $q$  is the adjustment for inflation and risk

Note that  $q = 6\%$  in the costing model

## 7.7 Cost Schedule of the CPD Framework

Implementation of the CPD framework will have a cost implication as summarized in the cost schedule below:

**Table 15: Cost schedule for the Implementation of the CPD Framework (in Uganda Shillings)**

SN	POLICY INTERVENTION	YR 1	YR 2	YR 3	YR 4	YR 5
01	Undertake a baseline survey to identify capacity gaps among teachers	113,400,000				
02	Initial training of master trainers	1,037,000,000				
03	Option 1; Roll out of capacity development and retooling for teachers across the country	7,986,000,000	8,465,160,000	8,973,069,600	9,511,453,776	10,082,141,003
	Option 2: Roll out of capacity development and retooling for teachers across the country	25,449,000,000	26,975,940,000	28,594,496,400	30,310,166,184	32,128,776,155
04	Monitoring and Evaluation	120,000,000	127,200,000	134,832,000	142,921,920	151,497,235
05	Capacity Development for Master Trainers	200,000,000	212,000,000	224,720,000	238,203,200	252,495,392
06	Review of CPD implementation					306,000,000
07	Documentation and information sharing on implementation of the CPD Framework	80,000,000	84,800,000	89,888,000	95,281,280	100,998,157

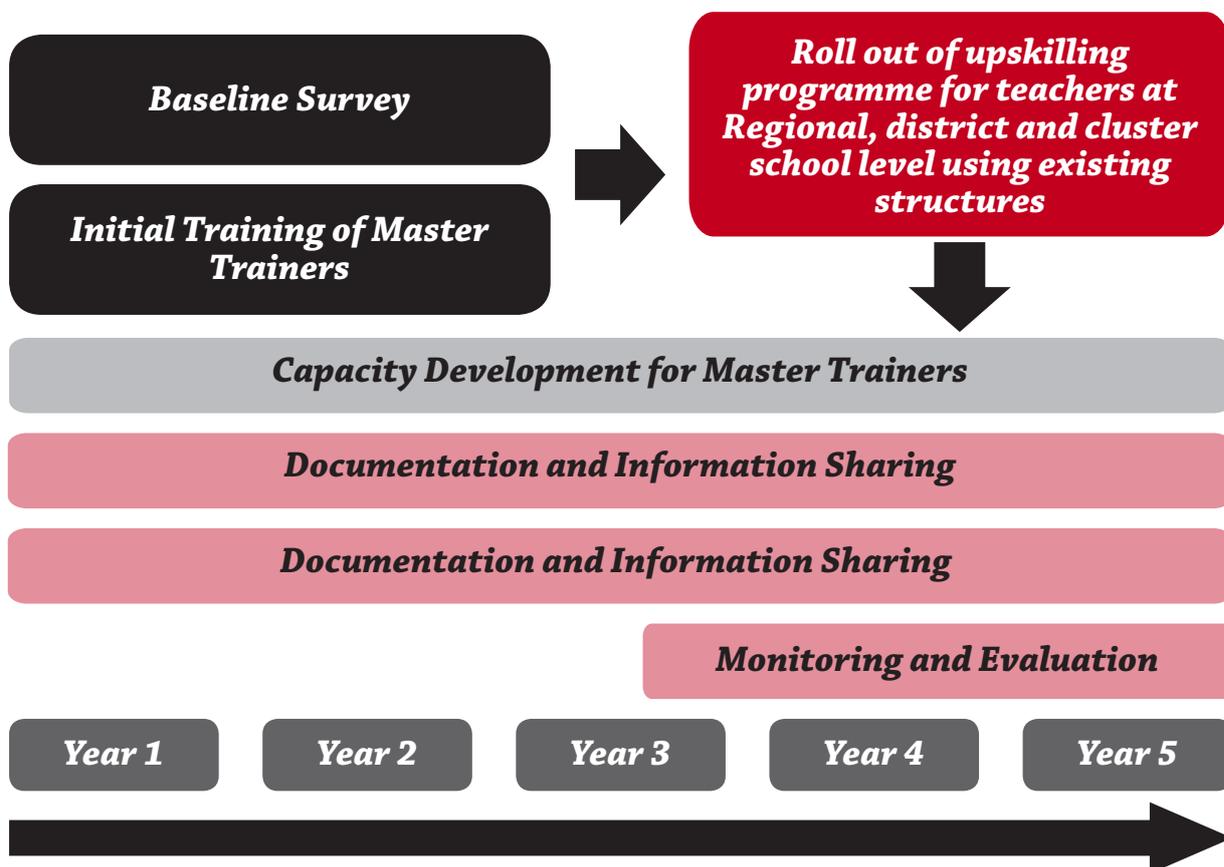
## Implementation Strategy and Guidelines

### 8.1 Implementation Strategy for the CPD Framework

Implementation of the CPD framework will be undertaken by different education sector players and other Government agencies which are mandated with implementing the continuous professional development activities at national and local government levels. The activities will be overseen by the Teacher Instructor Education and Training department of the Ministry of Education and Sports. In line with this, the implementation framework presented under Chapter 5 will guide allocation of tasks to the different participating players in implementation of the framework.

### 8.2 Implementation Plan of the CPD Framework

Implementation of CPD framework interventions will be undertaken in a logical and sequential manner that takes into consideration the resource constraints currently experienced by Government, as well as the shortfalls in budgetary releases which threaten to negatively impact on implementation of the Policy. In line with this, the activities will be undertaken in line with the sequence highlighted below;



### 8.3 Implementation schedule for the CPD Framework

The CPD Framework for teachers will be implemented in line with the implementation flow chart provided below:

SN	POLICY INTERVENTION	YR 1	YR 2	YR 3	YR 4	YR 5
01	Undertaking of baseline survey to identify capacity gaps among teachers					
02	Initial training of master trainers					
03	Option 1: Roll out of capacity development and retooling for teachers across the country					
	Option 2: Roll out of capacity development and retooling for teachers across the country					
04	Monitoring and Evaluation					
05	Capacity Development for Master Trainers					
06	Review of CPD implementation					

### 8.4 Framework Implementation Guidelines

Over the implementation course of the CPD Framework, the Minister responsible for Education shall issue Guidelines to relevant stakeholders in implementation of the framework to guide on the specific actions that are crucial for achievement of the broad objectives set forth in the CPD framework. The directives shall be delivered to respective stakeholders through circulars and other communications in any official form that the Minister may see fit for achievement of the intended objectives.

### 8.5 Implementation Matrix

Implementation of activities specified in the CPD framework will be undertaken as per the implementation matrix below over the first 5 years of its implementation.

**Table 16: Implementation Matrix for the Continuous Professional Development (CPD) Framework**

SN	STRATEGIC INTERVENTION	ACTIVITIES	OUTPUTS	RESPONSIBILITY CENTER	TIMELINE
01	Undertaking of baseline survey to identify capacity gaps among teachers	<ol style="list-style-type: none"> <li>1. Development of survey tools and instruments</li> <li>2. Undertaking of coordination and preparatory meetings for the baseline survey</li> <li>3. Undertaking of field surveys to collect data</li> <li>4. Undertaking of data capture and analysis</li> <li>5. Preparation report highlighting the baseline findings on CPD requirements</li> </ol>	Baseline findings on the CPD requirements across the country	National Teacher Council; TIET	3 months after adoption of the CPD Framework
02	Undertaking of initial training of master trainers to deliver CPD training	<ol style="list-style-type: none"> <li>1. Development of training manuals for master trainers and retooling of teachers</li> <li>2. Training expenses for master trainers</li> <li>3. Certification of the qualified master trainers</li> </ol>	A pool of qualified master trainers in delivery of CPD training	TIET; National Teachers Council	8 months after adoption of the CPD Framework
03	Rolling out of the National Continuous Professional Development (CPD) Framework				
	<b>Option One</b> Undertaking of CPD training for 10% of the teaching force, averaging at 15,000 teacher beneficiaries per year	<ol style="list-style-type: none"> <li>1. Meals and refreshments</li> <li>2. Acquisition of instructional materials</li> <li>3. Payment of allowances for master trainers</li> <li>4. Transport refund to teacher trainees under the CPD</li> <li>5. Certifying teacher trainees who have acquired CPD</li> </ol>	15,000 teachers offered CPD training per year	TIET; National Teachers Council	12 months after adoption of the CPD Framework

SN	STRATEGIC INTERVENTION	ACTIVITIES	OUTPUTS	RESPONSIBILITY CENTER	TIMELINE
	<p><b>Option Two</b></p> <p>Undertaking of CPD training for 33% of the teaching force, averaging at 49,500 teacher beneficiaries per year</p>	<ol style="list-style-type: none"> <li>Meals and refreshments</li> <li>Acquisition of instructional materials</li> <li>Payment of allowances for master trainers</li> <li>Transport refund to teacher trainees under the CPD</li> <li>Certifying teacher trainees who have acquired CPD</li> </ol>	49,500 teachers offered CPD training per year	TIET; National Teachers Council	12 months after adoption of the CPD Framework
04	Monitoring and evaluation of implementation of the CPD Framework	<ol style="list-style-type: none"> <li>Formulation of monitoring instruments for the CPD Framework</li> <li>Undertaking of monitoring visits to follow up on implementation of the CPD Framework</li> </ol>	Monitoring activities undertaken for the CPD Framework	EPPAD; National Teacher Council; TIET	Continuous
05	Capacity development and retooling for master trainers	<ol style="list-style-type: none"> <li>Undertaking of routine assessment for the master trainers</li> <li>Retooling training for the master trainers undertaken</li> </ol>	Master trainers offered retooling training to effectively and sustainably deliver CPD training	National Teacher Council; TIET	Continuous
06	Undertaking of periodic review of the CPD Framework	<ol style="list-style-type: none"> <li>Formulation of study tools/instruments for the review study</li> <li>Coordination and preparatory expenses for the review of the CPD Framework</li> <li>Undertaking of field work to capture, analyze and compile data into a Report on review of the CPD implementation</li> <li>Dissemination of the review findings</li> </ol>	Review Reports on implementation of the CPD Framework	EPPAD; National Teachers Council; TIET	Periodic

<b>SN</b>	<b>STRATEGIC INTERVENTION</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>RESPONSIBILITY CENTER</b>	<b>TIMELINE</b>
07	Documentation and information sharing on implementation of the CPD Framework	Organization of annual dissemination seminars on implementation progress of the CPD Framework	National dissemination seminars organized	National Teacher Council; EPPAD; TIET; CMU	Annual



