



MINISTRY OF EDUCATION, AND
SPORTS



COMPETENCE PROFILE FOR THE PRIMARY SCHOOL TEACHER IN UGANDA

September 2016



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FOREWORD

A lot has been done towards enhancing the quality of Universal Primary Education in Uganda. Through the Quality Enhancement Initiative (QEI), Ministry of Education and Sports (MoES) identified four pillars as key to quality improvement. These are the pupil pillar, teacher pillar, management pillar and community pillar. The development of this competence profile is a boost in the effort to improve the teacher pillar.

Mwalimu Julius Kambarage Nyerere (1963) said that there is no education system that is better than the quality of its teachers. Government of Uganda, through its Ministry of Education and Sports, is doing everything possible to enhance the quality of primary schoolteachers as a means to achieve the national goals of primary education (Government White Paper on Education, 1992).

The Primary Teacher Competence Profile has been developed as a professional tool to guide teachers and all other stakeholders in primary education on identifying the desired competences of the primary school teacher in Uganda. The profile will help stakeholders to direct their efforts appropriately in their quest for teacher improvement.

I therefore call upon all players in the primary education sub-sector to embrace this profile and use it effectively as a tool to improve the quality of Universal Primary Education in Uganda.

For God and my Country

Francis X. K. Lubanga

PERMANENT SECRETARY,

Ministry of Education and Sports

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Forum for African Women Educationalists Uganda Chapter (FAWEU), Literacy and Adult Basic Education (LABE) and Uganda National Teachers' Union (UNATU) for initiating the idea and coordinating the development of the profile; Oxfam Novib and Education International for funding the Quality Educators' (QUED) Project under which the profile was developed; the education and civic leadership of Gulu, Apac, Amolatar and Pader, which were the focus districts for the Quality Educators' Project for hosting the Project and making input into the draft profile during the development process; the leadership, CCTs and pre-service tutors of Gulu, Loro, Kitgum and Shimoni Core PTCs as well as Tutors from Christ the King Gulu and Canon Lawrence Boroboro PTCs for their input and support during the field testing of the draft profile; Kyambogo University (KYU) and National Curriculum Development Centre (NCDC) for availing officers to serve on the Steering Committee of the QUED Project and making input during the development of the profile.

The Ministry also recognises: M.N. Nsereko – Commissioner, Teacher Instructor Education and Training (TIET), Janet Florence Aguti – Acting Assistant Commissioner, Primary Teacher Education, Jane Egau Okou – Assistant Commissioner, Instructor and Tutor Education; Web Elicard Ndyabahika – Assistant Commissioner, Secondary Teacher Education, for providing policy guidance to the QUED project during the development of the profile; and the following members of the Project Steering Committee: Godfrey Bakaira - KYU Department of Teacher Education and Development Studies; Wilber Wanyama - TIET, MoES; Gabriel Obbo Katandi - NCDC; Lydia Nakijoba - DES, MoES; Martha Muhwezi - FAWEU Chapter; Stella Tumwebaze - LABE; Teopista Birungi Mayanja - UNATU; Juliet Wajega - UNATU and Norah Athieno - FAWEU, for guiding the process of developing the profile.

Also recognised are Beatrice Byakutaga – Nakaseke CPTC and Josephine Lubwama – Kabulasoke CPTC, for offering consultancy services to develop the initial draft of the document.

LIST OF ABBREVIATIONS

CAOs	Chief Administrative Officers
CP	Competence Profile
CCTs	Coordinating Centre Tutors
CPTC	Core Primary Teachers' College
DES	Directorate of Education Standards
DISs	District Inspectors of Schools
ESA	Education Standards Agency
FAWEU	Forum for African Women Educationalists-Uganda Chapter
KYU	Kyambogo University
LABE	Literacy and Adult Basic Education
MOES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
PTC	Primary Teachers College
QUED	Quality Educators' Project Uganda
SMC	School Management Committee
TIET	Teacher Instructor Education and Training
UNATU	Uganda National Teachers Union

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BACKGROUND

This Primary Teacher Competence Profile was developed by Ministry of Education and Sports under the Quality Educators' (QUED) Project. The QUED project was spearheaded by FAWEU, LABE and UNATU - also known as the Initiative Team.

The idea to develop this new Primary Teacher Competence Profile came out as a result of the existence of two separate profiles; the Kyambogo University Primary Teacher Competence Profile (2004) and the Education Standards Agency (ESA) Teacher Competence Profile (2005), which had simply been shelved by teachers and were not known by many of their other stakeholders.

The initial draft of the profile was developed by a team of consultants whose terms of reference were to:

1. Study the general aims and objectives of primary education in Uganda.
2. Study and make consultations about the existing primary teacher competence profiles to find out why they were not in use in Uganda.
3. Collect information from competence profiles for other countries which can be used in the process of drafting the new Primary Teacher Competence Profile for Uganda.
4. Gather suggestions from stakeholders on the competences they expect of an effective primary school teacher.
5. Compile a user-friendly draft Primary Teacher Competence Profile that is relevant to the current education needs of Uganda.

The team of consultants gathered information about the use of the existing profiles from the districts of Pader, Lamwo, Dokolo, Otuke, Lira, Nakaseke, Gomba, Kyegegwa, Kyenjojo, Luwero, Gulu and Mpigi.

Findings from their interactions with different stakeholders in the mentioned districts indicated that the profiles were not being used for the following reasons:

- a. The profiles had not been disseminated to the relevant stakeholders.
- b. The Kyambogo University profile was bulky and therefore not user-friendly.
- c. The two profiles were not harmonized.

The draft Primary Teacher Competence Profile produced by the consultants was subjected to discussion at various consultative meetings held at regional and national levels.

Participants in the discussions included Ministry of Education and Sports officials; representatives from Kyambogo University, National Curriculum Development Centre, Directorate of Education Standards, Primary Teachers Colleges, District Education Departments; as well as Education Development Partners and Teachers. The drafts were further improved by the project Steering Committee.

INTRODUCTION TO THE PRIMARY TEACHER COMPETENCE PROFILE

The primary school teacher carries out the following tasks/sub-tasks in the course of his/her duty (Kyambogo University Teacher Profile).

Task Sub-task

Task	Sub-task
Instructing	(i) Preparation (ii) Teaching (iii) Assessment (iv) Evaluation
Caring for learners	(i) Providing for physical needs of learners (ii) Providing for psycho-social needs of learners (iii) Providing for moral and spiritual needs of learners (iv) Fostering network with parents
Providing guidance and counselling services to the learners	(i) Helping learners choose and develop a career (ii) Helping learners cope with difficult situations (iii) Helping learners develop healthy relationships with others (iv) Helping learners familiarise themselves with new environments (v) Helping learners develop appropriate study habits
Providing leadership and management	(i) Managing and utilising resources (ii) Providing leadership in the school and community (iii) Building effective teams within the school community and building trust among members
Managing one's professional growth	(i) Regular reflection on performance (ii) Documenting and sharing one's experiences with others (iii) Seeking and using opportunities for improvement

In order to carry out the above mentioned tasks and sub-tasks effectively, the teacher requires certain competences. This profile highlights the key competences required by the teacher to be effective. The competences have been categorised into four main areas. These are: knowledge competences, skills competences, values and attitudes and professional ethics.

PURPOSE OF THE COMPETENCE PROFILE

This Competence Profile will serve all stakeholders in

Primary Teacher Education, including:

1. Primary school teachers in their pursuit for professional excellence.
2. School managers in the process of appraisal and support for teachers.
3. Primary Teacher Educators to produce quality primary school teachers who meet the required standards.
4. The Directorate of Education Standards (DES) and inspectors of schools at district level in the process of assessing the quality of performance for primary school teachers.
5. The Education Service Commission in the implementation of the Scheme of Service for primary school teachers.
6. Policy makers in the process of developing policies regarding teachers in primary schools.
7. Communities in assessing the quality of teachers, hence the quality of teaching in primary schools.

COMPETENCES

4.1 Knowledge Competences

Knowledge has been categorised into Content knowledge, Pedagogical knowledge, Professional knowledge, and Contemporary knowledge.

1. **Content knowledge** – knowledge of curriculum content
2. **Pedagogical knowledge** – knowledge of approaches, methods and techniques of teaching
3. **Professional knowledge** - knowledge of statutory instruments and other legal frameworks which govern the teaching profession
4. **Contemporary knowledge** - knowledge of current and other emerging issues in education.

The competences a teacher is expected to have for each type of knowledge are listed below.

4.1.1 Content Knowledge

The teacher understands:

- a) The content in the primary school curriculum.
- b) The relationship between curriculum content and children's learning needs and experiences.
- c) The relationship between different subjects/ learning areas of the curriculum.

4.1.2 Pedagogical Knowledge

The teacher understands the procedures for:

- a) Using child-friendly approaches, methods and techniques of teaching.
- b) Phasing teaching from known to unknown.
- c) Inducing children's own learning.
- d) Using a variety of teaching/learning aids during lesson delivery.
- e) Using the local environment as a teaching resource.
- f) Assessing pupils' learning.

4.1.3 Professional Knowledge

The teacher understands:

- a) The key statutory instruments and other legal frameworks that govern the teaching profession.
- b) The sociology, philosophy and management of education.
- c) The primary education system and how it relates with other sectors.
- d) His/her own rights, entitlements and privileges.
- e) The national goals of education and related international undertakings.

- f) Children’s learning needs at the various developmental stages.
- g) Cross-cutting issues in education such as gender, HIV/AIDS, special needs education among others.
- h) Assessment of learning.

4.1.4 Contemporary Knowledge

The teacher has adequate knowledge of:

- a) The current policy reforms in primary education.
- b) The roles of various stakeholders in primary education.

4.2 Skills Competences

The skills the teacher needs to perform his/her duties effectively have been categorized follows:

1. Practical skills - skills for doing
2. Mental skills – skills for reasoning
3. Pedagogical skills – skills for teaching
4. Research skills - skills for finding information
5. Leadership and management skills – skills for directing activities within the school
6. Life skills – skills enabling individuals to respond appropriately in given life situations.

The following are the expected competences for each type of skills:

4.2.1 Practical skills

The teacher:

- a) Demonstrates proper handling and care for teaching/learning materials and equipment.
- b) Makes and applies child-friendly learning aids in the teaching process.
- c) Creates a safe learning environment.
- d) Demonstrates skills of first aid.

4.2.2 Mental skills

The teacher:

- a) Interprets the primary school curriculum correctly
- b) Applies both deductive and inductive reasoning.

4.2.3 Pedagogical Skills

The teacher:

- a) Adapts the school time table to the needs of the learners.
- b) Prepares comprehensive schemes of work and lesson plans.
- c) Relates curriculum content to pupils’ needs and experiences.
- d) Integrates content across subjects/learning areas.

- e) Demonstrates proper use of child-friendly approaches, methods and techniques in teaching.
- f) Uses learning aids appropriately in the course of teaching.
- g) Makes use of the locally available materials in teaching.
- h) Regularly carries out assessment of his/her learners.
- i) Provides timely and appropriate feedback in the process of learning.
- j) Creates and maintains a conducive learning environment.
- k) Fosters self-discipline, responsibility and creativity among his/her learners.
- l) Gives clear instructions and checks for understanding.

4.2.4 Life skills

The teacher:

- a) Exhibits the life skills of knowing and living with one self, knowing and living with others and effective decision making.
- b) Applies life skills in the world of work and in leadership situations.
- c) Supports learners to develop life skills during the teaching/learning process and during co-curricula activities.

4.2.5 Leadership/Management skills

The teacher:

- a) Helps colleagues and team members to work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change.
- b) Presents ideas, leads discussions, clarifies, mediates and identifies the needs of self and others in order to advance shared goals and continuous professional development.
- c) Facilitates trust among group members.
- d) Builds effective teams with and among group members.
- e) Uses effective modelling behaviour.
- f) Seeks the right balance between guidance and counselling; steering and following; confrontation and reconciliation; and, corrective measures and stimulation.
- g) Identifies opportunities/issues/challenges related to pupil learning and consults for possible solutions.
- h) Takes proper care of the institutional resources.

4.2.6. Skills of Research and Reflection

The teacher:

- a) Strives for continuous professional development.
- b) Widens his/her perception.
- c) Regularly reflects on his/her performance.
- d) Documents and shares his /her reflection.

4.2.7 Social skills

Skills for Collaboration and Teamwork

The teacher:

- a) Promotes good working relationships within and beyond the school to promote learning.
- b) Makes technical and professional consultations.
- c) Maintains harmony between his/her activities and those of others.
- d) Shares relevant information with others.
- e) Carries out supplementary tasks as may be required.

Skills for Effective Community Relations

The teacher:

- f) Treats parents with respect and without discrimination.
- g) Encourages parents to participate in their children's learning process.
- h) Effectively communicates progress on learning to pupils and parents.
- i) Addresses parents' expectations appropriately.
- j) Works collaboratively with all stakeholders to promote children's learning.
- k) Promotes community engagement in school activities.
- l) Encourages pupil participation in community activities.

4.3. Values and Attitudes

The teacher:

- a) Treats his or her colleagues, parents, learners/education officials and other members of the community with respect.
- b) Prevents hurtful confrontations and turns enemies into friends.
- c) Demonstrates care for others.
- d) Demonstrates honesty and self respect.
- e) Takes responsibility for his/her actions.
- f) Demonstrates perseverance.

4.4. Professional Ethics

Professional ethics are the standards of behaviour expected of a particular profession (Nuffic, 2004). Every respected profession has a code of conduct which guides its professionals in executing their duties. Similarly in the teaching profession, teachers are expected to conform to the expected professional code of conduct. The Education

Service Commission outlines the values expected of teachers in Uganda in the Teachers' Code of Conduct. This code is divided into three parts which include the teachers' professional conduct, professional responsibility and personal conduct.

Here are some of the expected behaviours as outlined in the Teachers' Professional Ethics and Code of Conduct developed by the Education Service Commission (Education Act, 2008).

4.4.1 Professional Conduct

The teacher:

- a) Lives up to the highest standards of the profession.
- b) Teaches conscientiously with diligence, honesty and regularity.
- c) Prepares relevant schemes of work, lesson plans teaching notes and teaching /learning aids.
- d) Assesses all written and practical exercises promptly and carefully, and gives feedback to the learners.
- e) Undertakes remedial teaching.
- f) Seeks permission to be absent from school.

4.4.2 Professional Responsibility

The teacher:

- a) Devotes necessary time to his or her duties.
- b) Conducts all lessons without discrimination or bias.
- c) Delegates in case of absence.
- d) Recognises and rewards good performance.
- e) Avoids situations which will distract his/her attention from teaching or supervising learning.

4.4.3 Personal Conduct

The teacher:

- a) Dresses appropriately, decently and smartly.
- b) Attends to his/her personal appearance.
- c) Observes the laws of Uganda particularly in matters of sex, marriage and parenthood.
- d) Serves as a good role model for the children.
- e) Shows respect for rules set by the governing body of the school and assists in their implementation.

A teacher needs to have his/her work evaluated so as to identify strengths and weaknesses and develop strategies for improvement and growth.

There are two forms of assessment that a teacher can use for the evaluation of his/her professional growth. These are self-assessment and assessment by others.

5.1 Self-assessment

It is important for the teacher to assess his/her own practice.

In order to do this the teacher requires the following competences.

- a) Determines what he/she intended to do;
- b) Analyses what he/she actually did;
- c) Reflects on performance;
- d) Plans the next steps.

Alternatively the teacher can use a self-assessment tool to rate his/her performance in his/her responsibilities/job functions.

Self-assessment Tool

Below is a sample tool a teacher can use to carry out self-assessment.

The tool is arranged according to specific competences. It has a performance rating of 1-5 as follows:

- 1 - Low
- 2 - Fair
- 3 - Average
- 4 - Good
- 5 - High

To find the percentage score for a particular competence area, the teacher uses the formula:

$$\frac{\text{Number of competences achieved}}{\text{Total number of competences in the area}} \times 100$$

For example, in the area of Content Knowledge where there are 3 competences, if the teacher achieved 2 out of the 3, then his/her percentage score would be:

$$\frac{2}{3} \times 100 = 66\%$$

As for the overall performance, the teacher has to obtain an average score by adding up all the percentage scores for the different competence areas and then dividing the total by the number of competence areas.

The average percentage scores are translated into performance levels as follows:

Percentage score	Performance level
0-39	1
40-55	2
56-65	3
66-75	4
76-100	5

A performance level of 1-2 means the teacher is not performing well and needs to improve. A performance level of 3 means the teacher is performing fairly well but still needs to work harder. A performance level of 4-5 means that the teacher is performing very well but does not have to relax. He or she has to maintain that or work for excellence.

	Competence Area	Competences	Percentage Score	Performance Level
1	Knowledge			
	Content knowledge	Knowledge of: content in the primary school curriculum, the relationship between curriculum content and children's learning needs and experiences; the relationship between different subjects/ learning areas of the curriculum	$\frac{x}{3} \times 100$	
	Pedagogical knowledge	Knowledge of procedures for: Using child friendly approaches, methods and techniques of teaching; Phasing teaching from known to unknown; inducing children's own learning; using variety of teaching/ learning aids during lesson delivery; using the local environment as a teaching resource; assessing pupils' learning	$\frac{x}{6} \times 100$	

	Competence Area	Competences	Percentage Score	Performance Level
	Professional knowledge	Knowledge of: The key statutory instruments and other legal frameworks that govern the teaching profession; the sociology, philosophy and management of education; the primary education system and how it relates with other sectors; his/her own rights, entitlements and privileges; the national goals of education and related international undertakings; children's' learning needs at the various developmental stages; cross cutting issues in education, such as gender, HIV/AIDS, special needs education; assessment of learning	$x / 8 \times 100$	
	Contemporary knowledge	Knowledge of: The current policy reforms in primary education; the roles of various stakeholders in primary education	$x / 2 \times 100$	
2	Skills			
	Practical skills	Ability to: Handle and care for teaching/learning materials and equipment; make child friendly learning aids; create a safe learning environment; provide first aid	$x / 4 \times 100$	
	Mental skills	Ability to: Interpret the primary school curriculum; apply both deductive and inductive reasoning	$x / 2 \times 100$	

	Competence Area	Competences	Percentage Score	Performance Level
	Pedagogical skills	Ability to: adapt, the school time table; prepare schemes of work and lesson plans; relate curriculum content to pupils' needs and experiences; integrate content across subjects/ learning areas; use child friendly approaches, methods; use learning aids, use locally available materials; assess learners; provide feedback; create and maintain a conducive classroom environment; foster self discipline, responsibility and creativity, give instructions and check for understanding	$\frac{x}{12} \times 100$	
	Life skills	Ability to: Exhibit the life skills of knowing and living with oneself knowing and living with others and effective decision making; apply life skills in the world of work and in leadership situations; support learners to develop life skills	$\frac{x}{3} \times 100$	
	Leadership/ management skills	Ability to: Help colleagues and team members to work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change; present ideas, leads discussions, clarifies, mediates and identifies the needs of self and others in order to advance shared goals and continuous professional development; facilitate trust	$\frac{x}{8} \times 100$	

	Competence Area	Competences	Percentage Score	Performance Level
		among group members; build effective teams with and among group members; use effective modelling behaviour; seek the right balances between guidance and counselling, steering and following, confrontation and reconciliation and corrective measures and stimulation ; identify opportunities /issues/ challenges related to pupil learning; take proper care of the institutional resources		
	Skills for research and reflection	Ability to: Strive for continuous professional development; widen perception; reflect on personal performance; document and share personal reflection	$\frac{x}{12} \times 100$	
	Social skills	Ability to: Promote working relationships within and beyond the school; make technical and professional consultations; maintain harmony; share relevant information; carry out supplementary tasks; treat parents with respect and without discrimination, encourage parents to participate in children's learning; effectively	$\frac{x}{4} \times 100$	
	Professional conduct	Maintaining professional standards; teaching, preparing schemes of work ,lesson plans, notes, and teaching /learning aids; assessing learning; carrying out remedial teaching; seeking permission to be absent from school	$\frac{x}{6} \times 100$	

	Competence Area	Competences	Percentage Score	Performance Level
	Professional responsibility	Devotion of time to duty; teaching without discrimination or bias; Delegating; rewarding good performance; avoiding distractions	$\frac{x}{5} \times 100$	

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APPENDIX I

THE FOLLOWING PEOPLE AND INSTITUTIONS CONTRIBUTED TO THE DEVELOPMENT OF THE COMPETENCE PROFILE:

ACAOs, Education Officers, DISs, Personnel Officers, SMC Chairpersons, CCTs, PTC Principals and Deputy Principals of the districts that were visited during the study, Chairpersons of Primary HeadTeachers' Associations

Officials from DES, NCDC, KYU, MOES (TIET department)

Teachers of the following Primary schools also participated in the study

District	Schools
Alebtong	Abako, Ajonji, Akobi Labworo, Mor, Amugu, Anara, Arwot, Awiny, Omararii, Omoro South, Orom
Amolatar	Aberlel, Amolator P/S, AputiP/S, Awelo P/S, Etem P/S, Wabinua P/S
Apac	Abalokweri , ABC, Acungi, Amambale, Aninolal, Atar P/S, Awila, Bung, Chawente, Dlwnguu, Dure Dokolo - Abekoli P/S, Amuda P/S, Aneralibi P/S, Awerowot, Kwera, Labayango, Layamo, Layatido, Licekocot, Likililki, Lugende
Gomba	Kabulasoke Dem, Maddu C/S, Kalwanga C/U
Gulu	Atopi, Gulu Public, Palenga
Iganga	Buckley High
Kabale	Bukinda Dem School
Kampala	Kibuli Demonstration, Railway P/S
Kitgum	Aywee
Kole	Luka Memorial, Moo-Deag, Aculbanya, Adyeda, Alang P/S, Aumi
Kyegegwa	Humura P/S, Kakabara P/S, St. Thomas
Kyenjojo	Nyantungo, Kisojo, Kyarusoji
Lamwo	Padibe Girls, Paipir, Palabek, Kal, Papaa, Pasule, Purunga, Rackoko
Lira	Abolet, Adwila, Adyel, Angolocom, Ayamo, Ayile, Aywee, Obwalamona, Ogom, Okinga, Okwongo C.C, Otim Tom, PACUDU, Padibe Boys
Luwero	Luwero Boys, Kasiiso P/S, Kiziba C/U

Mbale	Public school
Mpigi	St. Kizito
Nakaseke	Nakaseke SDA, Green Valley, Kiziba R/C, Nakaseke Parents
Otuke	Orum P/S, AliwangP/S, Anepmoroto, Olilim P/S
Oyam	Acet P/S, Agobaadong, Awio P/S
Pader	Kilak, Kitigum Boys



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