



MINISTRY OF EDUCATION,
AND SPORTS



COMPETENCY PROFILE OF A NURSERY SCHOOL TEACHER IN UGANDA

September 2016



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FOREWORD

There is overwhelming evidence linking Early Childhood Education (ECE) to the future wellbeing and development of a child mainly through shaping attitudes, imparting critical life skills and the foundational constructs of literacy and numeracy. What happens at this level therefore has tremendous potential to influence the later life of an individual, community and nation. It is for this reason that the Government of Uganda with help of development partners such as UNICEF, UNESCO and BEPS has since 2005 initiated interventions to help streamline the sub-sector.

To help this intervention to function well, Ministry of Education, Science, Technology and Sports developed the Early Childhood Development Policy (2007) which specifies the roles of different stakeholders in the sub-sector. Based on the policy, an ECED teacher training framework was developed by Kyambogo University. It was later agreed that in order to have uniformity in training, the framework must be converted to training syllabi, guided by a competence profile for more effective implementation. It is upon this background that this competence profile has been developed to offer uniform training for all our ECED teachers which will become a basis for their registration and recognition. Other universities have since embraced the policy guidelines on teacher training.

In 2011, there were 7,368 ECE centres, nursery schools or kindergartens with a total enrolment of 508,617 children but this number has steadily increased. Although the number of schools and enrolment have since grown, a few challenges such as low enrolment, disparities in ownership and between urban and rural areas, and inadequate qualified teachers remain. The development of the profile is meant to strengthen teacher training, recruitment and assessment because it spells out the desired competences of the nursery school teacher in Uganda.

The competency profile will help stakeholders to direct their efforts appropriately in their quest not only for teacher improvement but the improvement of the whole subsector. I therefore call upon all players in the sub-sector to embrace this profile and to use it effectively as a tool to improve the quantity and quality of early childhood education in Uganda.

For God and my Country

Dr. Rose Nassali Lukwago
Permanent Secretary

ACKNOWLEDGEMENT

Ministry of Education and Sports acknowledges the generous financial contribution of UNESCO, under the CapEFA programme towards the development of this Competence Profile. Also acknowledged are the various ECED Teacher Training Institutions and individuals who participated in the development and validation of the Competence Profile.

In particular, The Ministry recognize Prof. Joseph Oonyu and Mr. Joseph Kikomeko, the lead consultants, for the leadership they offered in the development process; and Mr. Charles Obiero and Ms. Dorcas Letasi Avinyia of the UNESCO Project Office for co-ordinating the process.

Also recognised is Mrs. Resty Muziribi, former Assistant Commissioner Pre-primary Education for her contributions to this profiling exercise. Her insights and advice were very helpful in shaping this final profile.

Thanks also go to the following people who played a critical role of offering policy and technical guidance throughout the development process: Mrs. Margaret N. Nsereko – Commissioner, Teacher Instructor Education and Training (TIET), Dr. Jane Egau Okou – Assistant Commissioner, Instructor and Tutor Education; Mr. Web Ndyabahiika, Haji Abdu Kibedi, Mr. Moses Bateganya, Ms. Nahirya Hilda Sarah and Mr. Wilber Wanyama; all senior staff at TIET department, MoESTS and Mrs. Beatrice Kabwa - Education Service Commission, Mrs. Margaret Buhiirwa, Gender Specialist- MoESTS, Mr. Milton Omuruga, UNATU, Mr. David Twebaze, UNATCOM.

LIST OF ABBREVIATIONS

BRMS	Basic Requirements and Minimum Standards
CRC	Convention on the Rights of Children
DACUM	Develop a Curriculum
ECE	Early Childhood Education
ECED	Early Childhood Education and Development
ECEC	Early Childhood Education and Care
ECD	Early Childhood Development
ECDE	Early Childhood Development and Education
ECDTIA	Early Childhood Development Training Institutions Association
ECEC	Early Childhood Education and Care
EFA	Education for All
EMIS	Education Management Information System
MDG	Millennium Development Goals
MoESTS	Ministry of Education, Science, Technology and Sports
MRC	Madarasa Resource Centre
NCDC	National Curriculum Development Centre
NEPAD	New Partnership for African Development
NS	Nursery School
OP	Occupational Profile
PEAP	Poverty Eradication Action Plan
PPE	Pre-Primary Education
TDMS	Teacher Development and Management System
TIET	Teacher Instructor Education and Training
TISSA	Teacher Initiative in Sub-Saharan Africa
TRACE	The Right of All Children to Education
UCRNN	Uganda Child Rights NGO Network
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Educational Fund
WGECDD	Working Group on Early Childhood Development
YMCA	Young Men Christian Association

EXECUTIVE SUMMARY

The quality of education of any country is a reflection of the quality, quantity and motivation of its teachers. Teacher training is therefore a critical factor in determining the quality of education of any country. Teacher challenges were identified by UNESCO as affecting the progress of Sub Sahara African countries in attaining quality education and hence making it difficult to achieve the EFA target 6 by 2015. Between 2011 and 2013, the Ministry of Education, Science, Technology and Sports conducted a comprehensive diagnostics TISSA study which revealed that Uganda faces challenges in the quality of teachers at all levels. This study came up with key recommendations that formed the basis for developing action plans for addressing teacher issues. The project of CapEFA on teachers of Uganda that is facilitated by UNESCO in partnership with the Ministry of Education and Sports is implementing a capacity development programme to address some of the key recommendations from the TISSA study.

One of the recommendations was the harmonization of teacher education including developing a framework for continuous professional development in order to improve teacher outcomes. The first phase of the harmonization effort was to conduct a situational analysis in order to identify competency gaps among teachers, tutors and instructors. This second phase focused on the development of occupational profiles of teachers, tutors and instructors. Using DACUM technique the expert workers were facilitated in a storyboarding process to identify the major duties and related tasks included in an occupation, as well as, the necessary knowledge, skills, and traits over a three-day period. The final result is an occupational profile presented in a chart format, which describes a job in terms of specific duties and tasks that competent workers must perform.

Nursery school education is critical for learning outcomes in the subsequent levels of education and the future productivity of an individual. The training of Nursery teachers has hitherto been left to the private sector and was largely unguided until a policy was put in place in 2007 together with some guidelines and training curricula. The profiling exercise came up with duties which included; preparing learning activities, implement learning activities, assess learning outcomes, care for school facilities, conduct administrative roles, and participate in continuous professional development and personal development. The panellists also identified the enablers i.e. knowledge and skills, equipment/tools/materials, and the necessary traits or characteristics. The key issues raised during discussions include lack of recognition, unclear career path, and teacher motivation issues, low accessibility to nursery education in rural areas, high fees charged by private providers, training teachers for the new ECE curriculum among others. The panellists also came up with a working definition of a nursery school teacher.

KEY DEFINITIONS

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.
Competence / CBET	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level. Competence-based education and training means that programmes: have content directly related to work <ol style="list-style-type: none"> 1. focus is on 'doing something well' 2. assessment is based upon industry work standards, and 3. curricula are developed in modular form
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).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment. In a working environment LWA are real work situations/assignments.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which one can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently. These define WHAT a person is supposed to do, which becomes the reference points for developing the modular curricula and assessment standards. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.
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.
Task	Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point, can be observed and measured. (<i>see also: Duty</i>)

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1.1 Early Childhood Education in Uganda

Studies world-wide indicate that early childhood education and development (ECED) (1 – 6 years) can significantly and positively impact on the subsequent years of education mainly through shaping attitudes, imparting critical life skills and the foundational constructs of literacy and numeracy. Investment in Early Childhood Development (ECD) yields extraordinary returns that far exceeds the returns on most investments and promotes economic success for families, communities and the nation (Calman & Tarr-Whelan, 2005). Early childhood development outcomes play an important role throughout life, affecting one's income-earning capacity and productivity, longevity, health, and cognitive ability (Oonyu, 2012). It also results into greater social cohesion (Young, 2000), better academic performance (Evans, Myers & Ilfeld, 2000), and increased capacity to adopt new technologies (Reynolds, 2001).

It is for these reasons that during an international initiative launched in Jomtien, Thailand in 1990 to bring benefits of education to “every citizen in every society” or what has been dubbed “Education for All (EFA)” governments formulated six critical goals to be achieved by 2015. Goal number 1 is to “*Expand and improve early childhood care and education, especially for the most vulnerable and disadvantaged children.*” Effective ECE and care therefore form the foundation for a sound education of the child particularly at the primary school level. However, despite its significance, the sub-sector is only beginning to be widely supported by the Government/Ministry of Education and Sports. However, the importance of ECD was not sufficiently appreciated in the past by both the policy makers and the Ugandan public, particularly in rural areas. Although Early Childhood Education and Care is important, it is unlikely that government will involve itself in its actual provision in the near future. This is because the current focus is on UPE and USE in light of the limited resources available to it. The current GER of 8.6% (EMIS, 2011) makes the achievement of this EFA goal untenable in the remaining 3 years. This is further compounded by the low involvement of the private sector which has restricted itself largely to urban areas.

Despite all these challenges, government has made some serious strides in beginning to guide the provision of ECED in the country. For example, a policy was launched in 2007. Before this launch, there were very few pre-primary schools in Uganda with most schools in urban than in rural areas. Due to absence of Pre-primary schools (Nursery schools) in rural areas, parents were tempted to send underage children to primary schools where they were exposed to primary one work that was not appropriate to their age. The available pre-primary schools by then subjected children to inappropriate written examinations, used their own curriculum, or syllabi developed by individuals, some of which tended to cover primary one work (MoESTS, 2007). Most of the nursery schools countrywide were neither licensed nor registered with inadequate supervision

and inspection by the inspectorate as most District Inspectors of Schools did not feel it was their mandate to supervise these institutions (MoESTS, 2007, UCRNN, 2010). Secondly, the training of nursery teachers/caregivers was not streamlined, most of the training institutions were private, with each institution following its own training curriculum, different entry requirements for trainees; and, certificates offered were not accredited to any recognized body (UCRNN, 2010). The conclusion was that the lack of an ECED policy to guide stakeholders or direct government control over pre-primary education had led to undesirable trends with regard to the content and quality of the curriculum, teaching methods, facilities, entry age to primary one and quality of teachers and their training programs (MoESTS, 2007).

The ECED policy aims to address the challenges facing ECED and to promote best pedagogical and socio psychological principles of child development (MoESTS, 2007). The policy has the following specific objectives:

1. Clarify the role of government in the provision of and support for ECD services and indicate its commitment to the welfare of children
2. Consolidate and systematize existing programmes and activities related to ECD for the maximum benefit of all children
3. Clarify the roles and responsibilities of different stakeholders in the provision of children’s learning and wellbeing
4. Provide guidelines and standards for those wishing to develop quality ECD programmes
5. Promote and strengthen the coordination mechanisms that foster partnership, networking and linkages in the provision of ECD services

Guidelines have been developed to ease implementation of the ECED policy in many areas like caregiver training, ECED centre establishment, ECED centre management, curriculum, and standards. These guidelines are being used by different stakeholders to design, develop, establish, implement and manage different ECED programmes. Some of the important guidelines already developed include: Basic Requirements and Minimum Standards (BRMS), Centre Management Committee Guidelines, ECED Centre Establishment guidelines, ECED Caregiver training framework, learning framework for ECED, ECED communication materials, Early Learning and Development Standards, Community mobilization guidelines and Inspectors guidelines. Those that are being developed include: ECED Assessment guidelines, affiliation guidelines, parenting programmes guidelines, children’s parks and play centre guidelines, ECED coordination system from sub-county to national level. The training of ECED teachers is now being guided better than in the past with the existence of a training curriculum for tutors developed by Kyambogo University. The education of pre-primary school teacher has until recently been left to the private sector with the majority being trained in institutions such as YMCA. Following these interventions, the gross enrolment in ECE is increasing as shown by the table below:

Table 1: Access Indicators for Early Childhood Education in Uganda (2003-2010)

Indicator		Year				
		2003	2005	2007	2009	2011
Total Enrolment	Boys	32,148	15,130	37,680	114,473	250,517
	Girls	32,336	15,110	38,840	119,955	258,100
	Total	64,484	30,240	76,520	234,428	508,617

Indicator		Year				
		2003	2005	2007	2009	2011
GER	Boys	3.12	2.19	2.5	7.5	9.0
	Girls	3.30	2.20	2.5	7.8	8.4
	Total	3.21	2.19	2.5	7.6	8.7
NER	Boys	2.09	1.63	1.5	5.5	7.2
	Girls	2.22	1.63	1.5	5.7	6.7
	Total	2.15	1.63	1.5	5.6	6.9

Source: EMIS, 2011

However, most of the pre-primary schools are found in urban areas; a fact that can be attributed to the attitude held by the majority of Ugandans/ those interviewed that ECE is a privilege of the well to do urbanites. Secondly, more pre-primary schools are found in central region (32%) leaving the rest to be shared by other regions. The northern region and the hard-to reach districts such as Bundibugyo, Kalangala and the Karamoja region had the least number of pre-primary schools. Thirdly, almost all pre-primary schools are privately owned. The majority of pre-primary schools (2,469 or 74.6%) are owned by individuals while the rest are community owned. Except for those that are attached to teacher training institutions there are no Government owned ECE institutions. It is estimated that there are about 7,177 pre-primary teachers of which 5,726 (80%) are female; and just over half are trained.

1.2 Purpose of the competence profile

This Competence Profile will serve the following purpose: It could help,

1. Teachers in their pursuit for continuous professional development and excellence in their profession
2. Teachers in pursuing personal development goals
3. School administrators, mentors and managers in appraising and supporting teachers.
4. Teacher educators in preparing quality teachers that meet the required standards
5. The Directorate of Education Standards (DES) and inspectors of schools in assessing the quality of performance of teachers
6. The Ministry of Public Service in the implementation of the Scheme of Service for teachers
7. Education Service Commission in the recruitment, promotion and retirement of teachers
8. Policy makers in the process of developing policies regarding teachers
9. Communities in assessing the quality of teachers, hence the quality of teaching in schools
10. Ministry of Education and Sports in benchmarking the competencies of teachers with those of other countries

The objective of the Teacher Harmonization Activity was to develop competency profiles for the nursery school teacher and share this profile with stakeholders for consultations and adaptation of an effective teacher framework. The profiles would act as professional tools to guide secondary school teachers and all other stakeholders on identifying the desired competences of the teacher in Uganda.

A workshop lasting three days was conducted during September 4-6, 2014 at Colline Hotel, Mukono and was attended by 10 participants including observers (see profile). The workshop was officially opened by a UNESCO official who explained the purpose of the workshop and gave highlights of the findings in the TISSA report (2013). The consultant subsequently gave participants an overview of the major phases of the process of profiling using DACUM approach.

The consultant informed the participants that DACUM which is an acronym for Develop A Curriculum, is a process that incorporates the use of a focus group in a facilitated storyboarding process to identify the major duties and related tasks included in an occupation, as well as, the necessary knowledge, skills, and traits. This cost-effective method provides a quick and thorough analysis of any job. DACUM utilizes a panel of eight to ten high-performing incumbent professionals (workers). Over a three-day period, these skilled professionals identify the duties and tasks that make up their job. Under the direction of a facilitator, the panel analyses their job-related tasks while using a modified brainstorming process that encompasses a storyboarding technique. The final result is an occupational profile presented in a chart format, which describes a job in terms of specific duties and tasks that competent workers must perform. The occupational profile is then validated and vetted through various methods. A peer-review process is utilized in a validation workshop to review the initial profile. Once peer reviewed, the profile can then be analysed through a management review, allowing the management team to synthesize what the workers said, with what they expect and believe the job should encompass.

The consultant also gave an overview of the objectives of the profiling exercises which were to:

1. Undertake an analysis of the nursery teacher profession in order to identify major duties and tasks included in the profession,
2. Analyse the profession in terms of the necessary knowledge, skills, threats and trends, and desirable behaviour traits

He would then go ahead with the technical proceedings of the workshop which are outlined below:

Workshop Technical Proceedings:

Each workshop consisted of 4 main sessions, which were: sharing the concept of Competence Based Education and Training (CBET), generating duty statements, generating tasks, and generating additional information. As stated earlier, the methodology used included brainstorming and

discussions, group work and presentations to the plenary. The sessions are briefly described below:

- 1. CBET concept:** A presentation on the shift from conventional training to competence based training was made. This emphasized the approach that contributes to bridging the gap between the world of work and the world of training. The CBET approach emphasizes the development of skills/competences that are actually required in the world of work. In CBET the focus is shifted from inputs into training to outcomes of training.
- 2. Duties and duty criteria:** This involved presentation and development of clusters of duties that describe an occupation. A DUTY is defined as a cluster of related tasks, usually 6-12 per JOB.
- 3. Tasks and task criteria:** A TASK was defined as a specific meaningful unit of work, usually 6-20 per DUTY. A task reflects business value payable by an employer or customer. Each task is performed in 2 or more STEPS (activities). Tasks are developing units of work required to perform a given duty.
- 4. Additional Information:** These are preliminary lists of associated generic skills/ knowledge, tools/equipment, attitudes/ behaviour, (future) trends.

COMPETENCY PROFILE OF AN ECD TEACHER

The expert panel formulated a definition of a nursery school teacher to be:

“A professional teacher who provides an emotional, physical and moral foundation for nurturing the development of unique talents of children aged 1-6 years in preparation for subsequent levels of education”.

The panel also identified the major duties of an instructor to be the following:

These were then put together into a profile:

1. Prepare learning activities
2. Implement learning activities
3. Assess learning outcomes
4. Care for school facilities
5. Carry out co-curricular activities
6. Carry out counselling and guidance
7. Carry out occupational safety, health and environmental conservation practices
8. Carry out administrative roles
9. Participate in continuous professional development

PANELISTS

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Grace Kemigiha T <i>Aga Khan Nursery School</i>	Awuyo Jemimah <i>Day Star Pre-primary</i>
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Esther Nyadoi <i>Makerere Child Study Centre</i>	

OBSERVERS

Twebaze David <i>UNATCOM, Kamapala</i>	Dorcus Letasi Avinyia <i>UNESCO</i>
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The draft profiles were then validated by a cross-section of stakeholders in two subsequent workshops held in November 2014 and February 2015 held at Ridar Hotel Mukono.

DUTIES	TASKS				
DUTY A	A 1	A 2	A 3	A 4	A 5
Plan for learning activities	Identify children's interests	Determine learning activities	Prepare learning activities	Determine learning resources	Prepare learning resources
	A 6	A 7	A 8		
	Determine methods of learning	Prepare schemes of work	Prepare lesson plans	Schedule learning activities	Organize learning environment
	A 11				
	Prepare attendance registers				

COMPETENCY PROFILE OF NURSERY SCHOOL TEACHER

DUTY B	B 1	B 2	B 3	B 4	B 5
Implement learning activities/plan	Set learning environment	Motivate children	Carry out diagnostic assessment	Demonstrate learning activities	Supervise learning activities
	B 6	B 7	B 8		
	Control discipline	Evaluate learning	Prepare records of work		
DUTY C	C 1	C 2	C 3	C 4	C 5
Assess Learning outcomes	Design assessment tools	Moderate assessment tools	Prepare assessment materials	Prepare marking guide	Prepare assessment venue
	C 6	C 7	C 8	C 9	C 10
	Administer assessment	Keep anecdotal notes	Prepare competence check list	Maintain personalized learning plans (children)	Conduct peer evaluation
	C 11	C 12	C 13		
	Provide feedback	Manage assessment evidence (portfolio)	Prepare children's report cards		

DUTY D	D 1	D 2	D 3	D 4	D 5
Carry out guidance and counselling services	Study children	Identify children's challenges	Create rapport with stakeholders	Organize counselling sessions	Conduct counselling sessions
	D 6	D 7	D 8		
	Sensitise children on self-awareness	Evaluate counselling services	Prepare counselling evaluation reports		

DUTY E	E 1	E 2	E 3	E 4	E 5
Care for school facilities.	Train stakeholders on use of facilities	Sensitise children on use of property (facilities)	Participate in installation of equipment	Inspect status of facilities	Participate in preparation of maintenance schedules
	E 6	E 7	E 8		
	Participate in maintenance of school facilities	Maintain inventory	Store resources		
DUTY F	F 1	F 2	F 3	F 4	F 5
Perform Health, Safety and Environmental Protection Practices	Sensitize stakeholders on safety, health and environmental issues	Participate in health and safety trainings (e.g. fire drills, first aid)	Manage waste	Prepare a first aid kit	Administer First aid
	F 6	F 7	F 8	F 9	F 10
	Display safety and health signs	Source resource persons	Perform fire fighting	Participate in the planting of vegetation	Participate in community visits
DUTY G	G 1	G 2	G 3	G 4	G 5
Participate in Administrative Roles	Participate in planning of school programs	Participate in budgeting	Participate in scheduling of school activities (calendar)	Participate in admission process	Participate in staff meeting
	G 6	G 7	G 8	G 9	G 10
	Participate in procurement process	Conduct school assemblies	Participate in setting school / class rules	Appraise learners and peers	Supervise work / works
G 11	G 12	G 13			
	Assign work	Communicate with stakeholders	Prepare reports (accountability administrative incident)		
DUTY H	H 1	H 2	H 3	H 4	H 5
Participate in co-curricular activities	Design co-curricular events	Prepare materials for co-curricular activities	Participate in preparation of venues for events	Participate in coaching / training of children	Participate in the organizing events (functions)
	H 6	H 7			
	Supervise co-curricular activities	Prepare evaluation report for vents			

DUTY I	I 1	I 2	I 3	I 4	I 5
Pursue continuous Profession Development	Identify competence gaps	Review educational publications e.g. (education journals, policy documents)	Identify training opportunities	Net work with peers on professional and technical matters	Train interns
	I 6	I 7	I 8	I 9	I 10
	Participate in curriculum development	Attend professional trainings (vertical / Horizontal)	Participate in seminars / workshops (refresher courses)	Mentor colleagues	Carry out action research
	I 11				
	Obtain membership in professional Associations				

The workshop also generated what are known as enablers for competences to be acquired and practiced. These include the requisite knowledge, tools and equipment, attitudes and behaviour. During the workshop, the concerns and trends that impact on the practice within the occupation such as ICT and career progression are also examined and suggestions made for possible streamlining.

GENERAL KNOWLEDGE AND SKILLS

1. Knowledge about children's stages of development.
2. Basic knowledge of administration
3. Knowledge of pedagogy.
4. Knowledge of current affairs.
5. Knowledge of:
 - professional ethics
 - Subject matter
 - Governing policies
 - Children's learning styles
 - Trends in ECD
6. Communication skills including:
 - writing skills
 - Listening skills
 - Reading skills
8. Interpersonal skills
9. Counselling and career guidance
10. Leadership skills

11. Problem solving skills.
12. Organisational skills
13. Research skills

ATTITUDES, TRAITS AND BEHAVIOUR

1. Open-minded
2. Knowledgeable
3. Reflective
4. Creative
5. Risk taker
6. Caring
7. Patient
8. Thinkers
9. Flexible
10. Security conscious
11. Assertive
12. Loving
13. Calm
14. Sensitive
15. Focused
16. Confident
17. Time conscious
18. Organised
19. Role model
20. Informed
21. Passionate
22. Honest
23. Principled
24. Hard working
25. Approachable

TOOLS EQUIPMENT AND MATERIALS

1. Stationary
2. Furniture
3. Sports equipment
4. I.C.T equipment
5. Play equipment
6. Instructional materials
7. Transport
8. Infrastructure
9. Catering equipment
10. Sanitation, Detergents, Brooms (sundries)

TRENDS AND CONCERNS

Trends

1. ICT in education
2. Modern play equipment
3. New approaches of teaching
4. Promotion of Mother tongue
5. Life styles of current children

Concerns

1. Government policies
2. Educational policies
3. Modern life styles of living
4. Child upbringing and monitoring
5. Career progression
6. Environmental pollution
7. Child safety/security

OVERVIEW OF KNOWLEDGE, SKILLS AND ATTITUDES

Development of competence profile for nursery school teacher is based on research and practice which indicate the following pillars of ECED:

1. Children need a supportive and nurturing environment in which to grow, learn, and develop.
2. Caregivers and teachers recognize that children are first educated by the family. In doing so, caregivers and teachers develop strong relationships with families and support their strengths.
3. Cultural diversity including ethnic, linguistic and socio-economic backgrounds impact on practice in early care and education.
4. Professionals recognize that each family is unique in its structure, values, beliefs, traditions and interactions. Professionals respect each family's worth and appreciate the richness of diversity that each family brings to the early care and education setting.
5. Professionals in early care and education assume many roles (e.g., family child care, day centres, and pre-kindergarten/nursery programs.)
6. Professional development requires self-reflection on practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences. Reflection heightens awareness of one's own performance and leads to personal change and growth.

The expert panel identified the following broad core competencies of a nursery school teacher:

4.1 Professional practice

A competent nursery school teacher lays the foundation for emotional, physical, cognitive and moral foundation for nurturing the development of unique talents of children aged 1-6 years in preparation for subsequent levels of education. Therefore, the love for children and the appreciation of their uniqueness in diversity are essential prerequisites for nursery teaching. The teacher needs to pay attention to his/her own professional practice, in order to provide quality learning environment. The core duties in this domain are;

- (1) Prepare learning activities/Prepare learning activities
- (2) Deliver learning activities
- (3) Assess learning outcomes
- (4) Carry out co-curricular activities
- (5) Carry out counselling and guidance
- (6) Carry out occupational safety, health and environmental conservation practices
- (7) Participate in continuous professional development
- (8) Network with various stakeholders

These are competencies which indicate duty based skills, which are further subdivided into task based skills as shown in the profile. Underpinning these skills are knowledge competences. Knowledge competences can be broken down as follows:

1. Content knowledge
 - 1) Knowledge of ECD Learning framework and enabling documents (guidelines)
 - 2) Knowledge of child growth and development (Milestones)
 - 3) Knowledge of curriculum and learning environment
 - 4) Learners' competency profiles in ECD by grade or class level
 - 5) A range of possible activities for different learning experiences and needs
2. Pedagogical knowledge
 - 1) Knowledge of Active learning approaches, methods and techniques
 - 2) Knowledge of group dynamics and classroom environment & management
 - 3) Knowledge of use of teaching and learning resources (including use of local environment)
 - 4) Knowledge of ICT application in education
 - 5) Knowledge of role of play in learning
 - 6) Knowledge of monitoring learning outcomes
3. Professional knowledge
 - 1) Knowledge of professional code of conduct
 - 2) Knowledge of appropriate policies, statutory instruments and other legal frameworks which govern ECED
 - 3) Knowledge of existing professional associations for nursery school teachers
 - 4) Personal teaching philosophy
 - 5) Knowledge of counselling and guidance
 - 6) Knowledge of action research & reflective practice
 - 7) Knowledge of mentorship, induction procedures and role modelling
 - 8) Knowledge of cross curricula issues e.g. HIV/AIDS, environment, Reproductive Health education, special needs education, children's' rights etc
 - 9) Knowledge of generic competencies e.g. critical thinking, working together, communication, problem solving etc
 - 10) Knowledge of psychology, philosophy, curriculum development, comparative education and educational administration
4. Contemporary knowledge
 - 1) Knowledge of current and other emerging issues in ECED
 - 2) Knowledge of local and regional educational issues in ECED

4.2 Leadership and management

A competent secondary school teacher is a leader who wins the hearts and minds of the students and co-workers. Such a teacher sees the value in developing and working with others, including parents and colleagues, and actively seeks out opportunities for professional collaboration within and beyond the school. The core duties in this domain are;

- 1) Participate in planning for school activities
- 2) Carry out administrative roles

Appropriate knowledge includes that for planning, budgeting, supervision, appraisal, allocation of roles etc.

4.3 Personal effectiveness

A good nursery teacher understands the importance of developing oneself before he or she is able to provide support for others. As a professional, this teacher maintains high standards of personal and professional integrity when carrying out all duties and responsibilities. The core duties in this domain are;

- (1) Participate in continuous professional development
- (2) Network with various stakeholders
- (3) Family and community partnerships for ECED
- (4) Perform entrepreneurship activities

Appropriate knowledge includes that for avenues for personal and professional development etc.

4.4 Career progression

There is currently no career progression path for a nursery school teacher but it is proposed that they use one similar to primary school teacher as follows:

Scale	Title	Minimum requirements
U1-U2	Head Teacher	Bachelor's Degree & Diploma in Education Management + 5-10 Years of exemplary leadership in the sector
U3-U4	Deputy Head teacher	Bachelor's Degree & Diploma in Education Management + 3-5 Years of exemplary leadership in the sector
U5	Principal Education Assistant	Diploma in ECED + 5-10 Years of exemplary service towards the sector
U6	Senior Education Assistant	Diploma in ECED + 3-5 Years of exemplary service towards the sector
U7	Education Assistant	Certificate in ECED (Caregivers may be trained as teachers for less than two years as a recognition of their prior knowledge)

ASSESSMENT

Assessment of competences will be based on per duty will be computed by finding the number of tasks or performance units that an individual will be able to carry out over the total number of tasks in a particular duty. This figure can then be converted into a percentage score. This computation will be repeated for all duties.

S/N	Duty	# of tasks performed correctly	% score per duty	Comments/Key observations
1	Prepare learning activities			
2	Implement learning activities			
3	Assess learning outcomes			
4	Care for school facilities			
5	Carry out co-curricular activities			
6	Carry out counselling and guidance			
7	Carry out occupational safety, health and environmental conservation practices			
8	Carry out administrative roles			
9	Participate in continuous professional development			
	Overall performance (Total)			

The overall score on performance for all duties and tasks can then be computed and graded as follows:

>90% - Exceptional/Exceptionally competent

81-90% - Excellent/Extremely competent

71-80% - Very Good/Very Competent

61-70% - Quite Good/Competent

50-60% - Fairly competent

41-49% - Weak/Not competent

<40% - Very weak

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APPENDIX 1:

GENERIC STANDARDS FOR TEACHING

Domains	Standards	Performance Indicators	Descriptors
PLANNING AND PREPARATION	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/ short range goals and objectives appropriate to the context, age and cognitive level of the learners, content to be taught	The Teacher: 1. Selects appropriate long term goals/ and objectives from local curriculum guides and resources. 2. Selects/states and sequences short term objectives appropriately 3. Selects objectives/goals which are appropriate and achievable for the learners 4. States objectives/goals clearly 5. Selects/states goals/objectives which reflect various cognitive and affective levels
		The Teacher 2. Demonstrates knowledge and understanding of children	The Teacher: 1. Caters for the chronological age and level of maturity of the learners 2. Caters for the socio-economic background of the learners 3. Caters for the prior knowledge and skills of the learners 4. Caters to diversity in learning styles
		3. Selects appropriate content	The Teacher: 1. Selects content which is appropriate to the objectives and the learners' level 2. Selects content which is meaningful to the learner 3. Selects accurate content 4. Selects and integrates content from relevant subject areas
		4. The Teacher identifies appropriate teaching methods / strategies/ activities	The Teacher: 1. Selects methods/strategies/activities which match the objectives of the lesson and grade level of the learner 2. Selects teaching methods/strategies/activities which cater to the individual differences among the learners 3. Selects a variety of methods/strategies/ activities 4. Selects assessment strategies which are appropriate to the objectives, age level and learning styles of the learners 5. Uses varied assessment strategies

Domains	Standards	Performance Indicators	Descriptors
		5. The teacher selects and prepares appropriate Resources and materials	<p>The teacher:</p> <ol style="list-style-type: none"> 1. selects resources that are appropriate to the objective of the lesson/unit, age level and learning styles of the learners 2. selects a variety of resources and materials 3. caters for equitable and effective student access to technology and resources 4. ensures that equipment and other teaching aids work 5. plans for effective distribution of resources
LEARNING ENVIRONMENT	2. The teacher creates a learning/ classroom environment which maximizes learning and various types of interaction	1. The teacher manages instructional time effectively	<p>The teacher:</p> <ol style="list-style-type: none"> 1. Begins and ends instruction promptly. 2. Maximizes instructional time 3. Efficiently utilizes teaching/learning materials 4. Handles learner digressions effectively and efficiently 5. Maximizes learner time on task 6. Conducts lessons in a professional manner
		2. The teacher manages student behavior effectively	<p>The teacher:</p> <ol style="list-style-type: none"> 1. establishes rules and procedures 2. consistently and fairly monitors and enforces rules and procedures 3. Anticipates conditions which can lead to learner misbehavior 4. Uses intervention strategies appropriately and effectively 5. uses verbal and non-verbal strategies effectively to control learner behavior 6. Rewards appropriate learner behavior 7. Encourages learner self-discipline
		3. The teacher organizes physical space attractively and efficiently	<p>The teacher:</p> <ol style="list-style-type: none"> 1. arranges classroom space in a manner which maximizes learning and interaction 2. Makes the classroom space attractive 3. Arranges furniture to facilitate the execution of activities
		4. The teacher promotes positive classroom interactions	<p>The teacher:</p> <ol style="list-style-type: none"> 1. encourages active and equitable student participation 2. encourages learner-learner, and learner-teacher interactions 3. fosters respect between learners and learners and between learner and teacher 4. establishes and maintain effective positive rapport with learners 5. encourages learners to work collaboratively 6. encourages and uses learners' contributions, questions and ideas 7. shows empathy for learner needs and concerns
		5. The teacher encourages the development of a culture of learning in his/ her classroom.	<p>The teacher:</p> <ol style="list-style-type: none"> 1. encourages learners curiosity and enquiry 2. motivates students to strive to produce work of high quality 3. communicates confidence in the learners' ability to learn

Domains	Standards	Performance Indicators	Descriptors
			<ul style="list-style-type: none"> 4. encourages independent learning 5. encourages critical thinking 6. Communicates high expectations of student performance
INSTRUCTION / TEACHING	1. 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	<p>The teacher:</p> <ul style="list-style-type: none"> 1. gains learners' attention 2. states the purpose of the lesson 3. links lesson with previous and future learning 4. States the skills to be mastered
		2. The teacher demonstrates excellent communication skills	<p>The teacher:</p> <ul style="list-style-type: none"> 1. gives clear directions for the achievement of lesson tasks 2. Speaks clearly, correctly and coherently 3. writes clearly, correctly and coherently 4. explains concepts and procedures clearly 5. encourages learners to speak and write clearly, correctly and coherently 6. Encourages learners to develop appropriate vocabulary
		3. The teacher uses a variety of strategies to enable the lesson to progress logically and smoothly in order to maximize learning	<p>The teacher:</p> <ul style="list-style-type: none"> 1. presents concepts in a logical and sequential manner 2. questions the learner effectively 3. effects a smooth transition from one phase of the lesson to another 4. Allows for a progressive development of concepts. 5. Uses planned resources effectively and appropriately 6. demonstrates flexibility and responsiveness in the use of unplanned teaching opportunities 7. maintains learner interest in the lesson
		4. The teacher uses effective strategies to end the lesson	<p>The teacher:</p> <ul style="list-style-type: none"> 1. provides for practice and consolidation of new skills and concepts 2. provides opportunities for practice and consolidation outside the classroom 3. provides review at appropriate point in the lesson 4. uses appropriate techniques to summarize and bring the lesson to a close
		5. The teacher demonstrates a sound knowledge of subject matter and pedagogy	<p>The teacher:</p> <ul style="list-style-type: none"> 1. Uses accurate and up-to-date information 2. responds accurately to the learners questions 3. helps learners to interconnect concepts, ideas and skills 4. uses differentiated instructional strategies appropriate to learner diversities 5. uses planned instructional strategies effectively 6. uses learner feedback appropriately

Domains	Standards	Performance Indicators	Descriptors
		6. The teacher demonstrates an understanding of Assessment principles, strategies and procedures	<p>The teacher</p> <ol style="list-style-type: none"> 1. monitors learner progress throughout the lesson 2. Uses a variety of assessment strategies 3. Uses assessment strategies which are consistent with the lesson objectives 4. provides student feedback as appropriate 5. uses assessment data to determine achievement of objectives 6. uses assessment data to determine individual student achievement 7. Uses assessment data to modify instruction and to re-teach if necessary.
PROFESSION-ALISM	1. 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	<p>The teacher:</p> <ol style="list-style-type: none"> 1. demonstrates a willingness and ability to reflect on their practice 2. participates in professional organizations 3. participates in school and Ministry of Education professional activities 4. undertakes formal and accredited courses of study to improve professional qualifications, knowledge and skills 5. Uses ideas from professional journals, websites, internet dialogue with colleagues, and professional organizations to improve teaching
		2. The teacher undertakes leadership roles at the school and system levels	<p>The teacher</p> <ol style="list-style-type: none"> 1. initiates activities and projects at the school/ system level 2. participates in collaborative decision making in the school 3. conducts workshops at the school and school system levels
		3. The teacher adheres to expectations of the teaching profession	<p>The teacher:</p> <ol style="list-style-type: none"> 1. has read Ministry of Education and school policy documents 2. executes teaching and other tasks in a business-like manner 3. is punctual and regular 4. adheres to personnel policies and procedures
		4. The teacher develops professional relationships with colleagues, and the wider community	<p>The teacher:</p> <ol style="list-style-type: none"> 1. communicates with Administration, colleagues, learners and the wider community as necessary 2. encourages parents to participate in school activities 3. participates in parent conferences 4. participates actively in Parent/Teacher association activities 5. works collaboratively with colleagues for the improvement of the school 6. develops a relationship with relevant institutions for the improvement of the school
		5. The teacher promotes teaching as a profession	<p>The teacher:</p> <ol style="list-style-type: none"> 1. abides by the ethics and values of the profession 2. treats confidential information in a professional manner 3. models professional behavior 4. works with other teachers to promote teaching as a profession 5. mentors other teachers



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