



MINISTRY OF EDUCATION,  
AND SPORTS



# COMPETENCY PROFILE OF A SECONDARY SCHOOL TEACHER IN UGANDA

September 2016





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# FOREWORD

Secondary education is an important sub-sector that links basic education to tertiary education. It is a sub-sector where the learner is introduced to knowledge, values and skills to be used in the future and create an idea of a profession or career to follow. The country has witnessed an improvement in access to secondary education, particularly following the UPE bulge and the introduction of the Universal Secondary Education (USE) policy in 2007. Secondary school enrolment today stands at 1.4 million students up from 0.6 million before the introduction of the USE policy. While enrolment has increased, the Ministry of Education and Sports has continued to focus on the provision of quality education.

The National Curriculum Development Centre (NCDC) is spearheading the review of the lower secondary school curriculum (CURASSE) to be implemented in 2017. The new curriculum spells out the learner profiles and requires competent teachers to teach it. The diagnostic Study on Teacher Issues in Sub-Saharan Africa (TISSA) conducted by UNESCO in 2013, among other things identified gaps in teacher competences as one of the critical issues affecting the delivery of quality education in Uganda.. Support to the Ministry of Education and Sports by UNESCO under the Capacity Building for Education for All (CapEFA) program to develop competence profiles for teachers at various levels is therefore a welcome move and a step in the right direction towards improving teacher competency for the delivery of quality education in Ugandan schools.

The secondary school Teacher competency profile aims at improving the quality of teaching and learning in secondary schools within the country as well as strengthening teacher training, recruitment, deployment and monitoring. One of the most important aspects of the occupational competency profile is to guide the development of training modules and assessment packages of an occupation. It also helps teachers in their continuous professional development efforts particularly in areas that they have weaknesses. The 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, particularly those in the secondary school sub-sector to embrace this profile and to use it effectively as a tool to improve the quantity and quality of secondary school education in Uganda.

For God and my Country

Dr. Rose Nassali Lukwago  
**Permanent Secretary**

# ACKNOWLEDGEMENT

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The Ministry further recognises the following people for their advisory role in the development of the profiles: 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 of UNATCOM. Lastly, the Ministry recognizes the contribution of all stakeholders who contributed to the process in one way or the other, but their names are not mentioned here.

# LIST OF ABBREVIATIONS

BRMS	Basic Requirements and Minimum Standards
DACUM	Develop a Curriculum
EFA	Education for All
EMIS	Education Management Information System
MDG	Millennium Development Goals
MoESTS	Ministry of Education, Science, Technology and Sports
NCDC	National Curriculum Development Centre
NEPAD	New Partnership for African Development
SS	Secondary School
OP	Occupational Profile
PEAP	Poverty Eradication Action Plan
SSE	Secondary School Education
TDMS	Teacher Development and Management System
TIET	Teacher Instructor Education and Training
TISSA	Teacher Initiative in Sub-Saharan Africa
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Educational Fund

# EXECUTIVE SUMMARY

The secondary school subsector is the second largest subsector of the Ministry of Education, Science, Technology and Sports in Uganda with nearly 3,200 schools employing 65,000 teachers. The subsector forms an important link between basic primary education and tertiary subsector. It is during this phase of education that careers and professions begin to be chosen.

A secondary school Teacher competency profile aims at improving the quality of teaching and learning as well as strengthening teacher training, recruitment, deployment and monitoring. The profile is therefore the first step in improving the quality of teachers.

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 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. The competency gaps for secondary school teachers included those in ICT and pedagogy, pedagogical content knowledge, subject content, counselling and career guidance among others. 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.

The profiling exercise came up with duties which included; preparing to teach, implement teaching and learning activities, assess learning, care for school facilities, conduct or participate in co-curricular and non-teaching activities, administrative roles, and continuous professional 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 unclear career path, and teacher motivation issues, the large numbers of school children vis-a-vis the available facilities, training teachers for the new lower secondary school curricula among others. The panellists also came up with a working definition of a secondary school teacher.

# KEY DEFINITIONS

<b>Assessment</b>	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not.
<b>Certification</b>	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.
<b>Competence / CBET</b>	(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: <ol style="list-style-type: none"> <li>1. have content directly related to work</li> <li>2. focus is on 'doing something well'</li> <li>3. assessment is based upon industry work standards, and</li> <li>4. curricula are developed in modular form</li> </ol>
<b>Duty</b>	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).
<b>Learning-Working Assignment (LWA)</b>	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.
<b>Module</b>	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.
<b>Occupational Profile (OP)</b>	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.
<b>Qualification</b>	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.
<b>Task</b>	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 *Secondary Education in Uganda*

Uganda's secondary education system follows the education system of its former colonial master, Britain. It is divided into the Ordinary level and Advanced level. Lower secondary consists of 4 years of schooling at the end of which students undertake Ordinary-level exams (O-level) in at least 8 subjects with a maximum of 10 subjects. Upper secondary consists of 2 years of schooling at the end of which students sit Advanced-level exams (A-level) in at least 3 subjects. The secondary school teachers are trained from universities and the 5 National Teachers' Colleges in the country under various degree and diploma programs. Nearly all the 35 universities currently licensed in the country train teachers in humanities, but there has been little effort to harmonize this training.

Like the rest of the education sectors, the secondary school sub-sector was adversely affected by the civil conflict in the country during the 1970s to early 1980s when NRM government came into power. At the time when the NRM government liberated this country in 1986, there were only 506 secondary schools in Uganda, a number which has grown to 3164 out of which 948 are government schools. The introduction of the Universal Primary Education in 1997 saw the secondary school sub-sector experience ripples of pressure to expand in order to accommodate the UPE bulge. The UPE bulge forced government to introduce free post primary education and training (PPET), also commonly referred to as the Universal secondary education in 2007. This has also seen a dramatic increase in enrolment of secondary school students from 730,000 to 1,202,000 by 2011 and the current estimate of 1,400,000 (MoES, 2011, 2014; UBOS, 2015).

This quantitative increase in student enrolment has not been matched by the same increase in the available facilities in secondary schools thus providing fresh challenges of quality assurance. The situation is exacerbated by the current curriculum which has not been fundamentally reformed since independence. Periodic updating has introduced some modern content but little has been removed to make room for the introduction of emerging fields of knowledge, particularly those related to technology including earth sciences, space science and electronics. It is largely examination oriented, abstract, fact-centered and de-contextualized. Many graduates of the current curriculum are unable to apply the basic science concepts learnt in class to solve everyday problems. The challenge therefore is to create a curriculum that builds meta-cognitive abilities and skills so that graduates move from 'knowing that' to 'knowing how' and to move away from absorbing factual knowledge to developing 21st century competences.

The curriculum for lower secondary is currently being reviewed by the National Curriculum Development Centre (NCDC), and a new curriculum is expected to be rolled out in 2018. The new curriculum had identified learning areas in the different broad areas as well as cross curricula issues, which would significantly reduce the subject load the students used to have and therefore improve learning outcomes. In 2005 the Ministry of Education, Science, Technology and Sports

made basic science subjects compulsory for secondary school students at 'O' level and said it would preferentially fund university students taking science courses. Under this new policy, biology, chemistry and physics classes were made compulsory for all secondary school students, and science students would receive the majority (nearly 75%) of government scholarships to universities and other tertiary education institutions.

To bolster its efforts to universalize sciences, government has constructed laboratories and supplied them with equipment and science kits. Some 405 multi-purpose rooms will be constructed with World Bank support. Despite these efforts, the quality of secondary education has come under scrutiny from some sections of Ugandans. For example, the high dropout rates are a cause to worry because these may be interrelated to aspects of quality of teaching and learning. A major factor that has not been sufficiently factored into all the effort of Government therefore, is that of the teacher. For example, a TISSA study commissioned by the Ministry of Education and Sports indicates that Uganda faces challenges in the quantity and quality of teachers at all levels. Based on the action plan and activities derived from the TISSA recommendations, the team prepared a Capacity Development of Education for All on teachers of Uganda. From the action plan, the teacher technical team prepared a work plan for implementation of the Capacity Development of Education for All for the teachers of Uganda. In this work plan, the teacher working team prioritized four components to be implemented for the period September 2013 to December 2014. One of this is harmonization of teacher training programmes and continuing professional development.

At the secondary school level, the number of teachers employed is about 39,000, 78% of whom are males (MOES, 2011) but the proliferation of training institutions and the lack of an agreed basic training standard based on expected teacher competence profiles is a hindrance to improvements in the quality of teachers, tutors and instructors. Even when the current curricula are developed, the teacher competencies in interpreting and implementing it will be key. Unfortunately, the current crop of teachers was not trained on a competence based curriculum. Furthermore, the profile of a secondary school teacher had until now not been developed. Only the Primary Teacher Competence Profile exists as a professional tool to guide teachers and all other stakeholders on identifying the desired competences of the primary school teacher in Uganda. Profiles form the benchmark for stakeholders to monitor and evaluate appropriately the teaching practices. Lastly, there is an urgent need to integrate 21st century skills including ICT and other critical aspects into their teaching. Teachers' awareness of the 'resurgence' of e-learning, and the impacts of contemporary issues such as internationalization of education, globalization, liberalization and corporatization of education were found to be minimal (Oonyu, 2012). The ultimate goal is to have teacher competencies that are incorporated in the teacher training programmes to ensure effective teaching practices at all levels of education. This consultancy therefore aims to review teacher training programmes and to develop competency profiles for secondary school teacher among other cadres.

## **1.2 Purpose of the competence profile**

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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

## PHASE II IMPLEMENTATION METHODOLOGY

The objective of Phase II of the Teacher Harmonization Activity was to develop competency profiles for the secondary 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 August 11-13, 2014 at Colline Hotel, Mukono and was attended by 18 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. The consultant subsequently gave participants an overview of the major phases of the process of profiling using DACUM approach.

The objectives of the profiling exercises were as follows:

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

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 then went 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.

The draft profile was then validated by secondary school teachers, administrators, educationists, stakeholders from the Directorate of Education Standards, NCDC and other agencies in two workshops held in Mukono in November 2014 and February 2015 respectively. The result was a general agreement on the final document presented below.

## OCCUPATIONAL COMPETENCY PROFILE

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

**“That professional educator who prepares secondary school students aged 12-18 years for tertiary education and/or for them to fully live their lives as individuals and members of society - with the capacity to achieve their goals, contribute to their communities, and continue learning throughout their lives in the context of the rapidly changing local, regional and global environment”**

The panel also identified the major duties of a secondary school to be the following:

- (1) Participate in planning for school programmes.
- (2) Prepare learning activities/Prepare teaching and learning activities
- (3) Deliver learning activities
- (4) Assess learning
- (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
- (10) Network with various stakeholders
- (11) Perform entrepreneurship activities

### PANELISTS

Akalabamu Augustine <i>Bishop Cipriano Kihangire SSS, Luzira</i>	Bazira Caesar <i>Cornerstone Leadership Academy, Mattugga</i>
Muhammed Mukose <i>Nabisunsa Girls SSS</i>	Itogot Joanita Asianut <i>Ocer Campion Jesuit College, Gulu</i>
Kyarimpa Jovuret <i>Lake Mburo SSS</i>	Andama Christine Peace <i>Our Lady of Good Counsel, Gayaza</i>
Juliet Kwamboka <i>Kawempe Muslim SSS</i>	Kibwanga Awio Zenna <i>Kasana Vocational SSS, Mukono</i>
Angom Kevin, <i>Our Lady of Good Counsel, Gayaza</i>	Moses Kakaire <i>Nabisunsa Girls SSS</i>
Settuba William Edward <i>Mengo SSS</i>	Kaganzi Chrissie <i>Masheruka Girls' SSS</i>

### OBSERVERS

Nahirya Sarah Hilda; <i>Senior Education Office, MoES</i>	Wanyama Wilber <i>Principal Education Officer, MoES</i>
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## AN OCCUPATIONAL COMPETENCY PROFILE OF A SECONDARY SCHOOL TEACHER

DUTIES	TASKS				
<b>DUTY A</b>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>
Participate in planning of school programmes	Participate in determination of school activities	Participate in implementation of school activities	Participate in budgeting process	Participate in mobilization of resources	Participate in allocation of resources
	<b>A6</b>	<b>A7</b>			
	Participate in procurement process	Participate in preparation of staff development plans			
<b>DUTY B</b>	<b>B 1</b>	<b>B 2</b>	<b>B 3</b>	<b>B 4</b>	<b>B 5</b>
Prepare teaching and learning activities	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>
Deliver teaching and Learning activities	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>
Assess Learning	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>
Carry out guidance and counselling	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>DUTY F</b>	<b>F 1</b>	<b>F 2</b>	<b>F 3</b>	<b>F 4</b>	<b>F 5</b>
Carry out co-curricular activities	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>
Perform occupational safety, health + security Activities.	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 sensitisation 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>
Carry out administrative tasks	Manage information.	Participate in admission of learners	Participate in staff recruitment	Sensitise 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>
Participate in continuous professional development (C.P.D)	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>
	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 J</b>	<b>J 1</b>	<b>J 2</b>	<b>J 3</b>	<b>J 4</b>	<b>J 5</b>
Participate in education for sustainable development Activities.	Participate in Landscape gardening	Participate in tree planting.	Engage in preservation of cultural heritage	Apply environmental guidelines and regulations.	Promote gender equity.
	<b>J 6</b>	<b>J 7</b>	<b>J 8</b>		
	Participate in entrepreneurship activities.	Engage in sustainable energy use practices	Participate in sustainable use of other resources.		
<b>DUTY K</b>	<b>K 1</b>	<b>K 2</b>	<b>K 3</b>	<b>K 4</b>	<b>K 5</b>
Network with stakeholders	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		
<b>DUTY L</b>	<b>L 1</b>	<b>L 2</b>	<b>L 3</b>	<b>L 4</b>	<b>L 5</b>
Promote awareness of civic rights, responsibilities and obligations.	Participate in establishment of patriotism activities.	Participate in national civic activities.	Participate in human rights education.	Participate the observance in national and world days	Promotion and observance of human and child rights.
	<b>L 6</b>				
	Educate on National Symbols.				

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.

## **TOOLS, EQUIPMENT, SUPPLIES AND MATERIALS**

1. Scholastic materials
2. Motor vehicle
3. Lab apparatus
4. Chemicals and supplies
5. Computers, printers, projectors, DVD players, cameras / camcorders, TV, Radio etc.
6. Textbooks
7. Furniture
8. Safety equipment – e.g. fire extinguishers.
9. Preserved specimens and models
10. Writing bards (chalk board, smart board)
11. Cookers and accessories
12. Cooking utensils
13. Beddings and other home management necessities
14. Fridges, Flat iron, Clocks and Watches.
15. Bell
16. Farm equipment
17. Source of clay, sand
18. Sports equipment
19. Music equipment –Guitar, drum organ, several local stringed instruments.
20. Public address systems
21. Costumes and props
22. Tents
23. Cleaning tools, disinfectants etc.
24. Cages for laboratory animals
25. Aquarium
26. Workshop equipment

## **TRAITS OR BEHAVIOUR OF A TEACHER**

1. Smartness
2. Punctuality
3. Knowledgeable
4. Honesty
5. Accountability
6. Innovative
7. Exemplary
8. Flexible
9. Democratic
10. Be a leader
11. Good listener
12. Caring / empathetic

13. Descent = mentor, critical thinker, problem-solver, conflict resolver
14. Current / up –to-date
15. Technologically competent (Role model)
16. Assertive, communicative, proactive, ethical (social skills).

### **FUTURE CONCERNS**

1. Lack of economically empowering activities
2. Lack of a functional unified body /voice for all teachers at all levels
3. Clear career path lacking
4. Funding opportunities for studies
5. Uniform requirements for enrolling in teacher colleges /institutions.
6. Uniform remuneration in line with other professionals
7. Descent accommodation or transport facilitation.
8. Payroll issues need streamlining
9. Unify / streamline private sector and government sector activities
10. Job security including safety in training labs
11. Welfare retirement package should be clear, attractive and functional /
12. Lack of well-equipped labs / Library and ICT facilities
13. Exam driven curriculum
14. Improve assessment- setting and marking exams.

### **KNOWLEDGE AND SKILLS OF A TEACHER**

1. Subject matter knowledge.
2. Curriculum
3. Pedagogical content knowledge
4. Teaching skills
5. Assessment and evaluation
6. Students diverse needs in school
7. Rapport with students
8. Pastoral care for students
9. Students different learning experiences
10. Generic or 21st century skills
11. Knowledge of how to assess generic skills
12. Interdisciplinary teaching
13. School vision, mission, culture and efforts, values
14. Policies, procedures and practices
15. Home school – collaboration.
16. Responsiveness to societal values and changes.
17. Collaborative relationship within the school.
18. Teachers professional development
19. Involvement in policies related to education.
20. Education related services and voluntary work

21. Knowledge on legal documents (e.g. public service documents)
22. Life skills
23. Knowledge on reproductive health.
24. Knowledge on primary health care first aide etc.
25. Identify children with special needs
26. Knowledge on guidance and counselling
27. Knowledge on practical skills
28. Knowledge on financial management
29. Knowledge on administrative skills
30. Knowledge of records keeping
31. Knowledge of current affairs/ contemporary issues
32. Knowledge on professional code of conduct
33. Entrepreneurship skills
34. Communication skills
35. Research skills
36. Self-management skills.

## OVERVIEW OF KNOWLEDGE, SKILLS AND ATTITUDES

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

- (1) Professional practice
- (2) Administration (Leadership and management)
- (3) Personal effectiveness

### A. Professional practice

A competent secondary school teacher seizes every opportunity to encourage learning, believing that all students can learn, and that learning isn't limited to the classroom. To this end, the teacher takes every opportunity to improve on his or her own professional practice, in order to provide quality learning. The core duties in this domain are;

- (1) Prepare teaching and learning activities
- (2) Deliver learning activities
- (3) Assess learning
- (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 curriculum models and content,
  - 2) Learners' competency profiles in the various subjects taught by grade or class level
  - 3) Unifying themes in the subject or learning area
  - 4) Knowledge of inter-disciplinarily of content/subject
  - 5) A range of possible activities for different learning experiences and needs
  - 6) Knowledge of constructive alignment
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 interdisciplinary approaches in teaching

- 5) Knowledge of ICT application in education
  - 6) Knowledge of gender-responsive pedagogy
  - 7) Knowledge of data capture and use relating to learning
3. Professional knowledge
- 1) Knowledge of professional code of conduct
  - 2) Knowledge of appropriate policies, statutory instruments and other legal frameworks which govern education
  - 3) Knowledge of existing professional associations
  - 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 global issues in education
  - 2) Knowledge of local and regional educational issues

## **B. 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.

## **C. Personal effectiveness**

A good 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) Perform entrepreneurship activities

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

The current career progression ladder is as follows:

<b>Scale</b>	<b>Title</b>	<b>Minimum requirements</b>
U1 Upper	Head Teacher	Bachelor's Degree in Education, 2 teaching subjects, 12 yrs, other relevant Qualification e.g. Masters in Administration
U1 Lower	Deputy Head teacher	Bachelor's Degree in Education, 2 teaching subjects, 9 yrs, 3 at Level of Principal Ed Officer
U 2	Principal Education Officer	Bachelor's Degree in Education, 2 teaching subjects, 3 years as Senior Education Officer.
U3	Senior Education Officer	Bachelor's Degree in Education, 2 teaching subjects, Minimum 3 Years of experience, Good Track Record, evidence of having undertaken CPD
U4 Lower	Education Officer	Hon. Bachelor's Degree in Education (2 teaching subjects or Double Main)
U5 Upper	Senior Assistant Education Officer	Diploma and 10 yrs experience.
U5 Lower	Assistant Education Officer	Diploma in Secondary Education. (2 teaching subjects or double main)



## ASSESSMENT OF COMPETENCIES

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 teaching and learning activities			
2	Implement teaching and 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			
10	Participate in education for sustainable development Activities			
11	Network with stakeholders			
	Overall performance (Total)			

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

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

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# APPENDIX 1:

## GENERIC STANDARDS FOR TEACHING

Domains	Standards	Performance Indicators	Descriptors
<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/ 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

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

Domains	Standards	Performance Indicators	Descriptors
		5. The teacher encourages the development of a culture of learning in his/her classroom.	The teacher: 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 4. encourages independent learning 5. encourages critical thinking 6. Communicates high expectations of student performance
<b>INSTRUCTION/TEACHING</b>	3. 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	The teacher: 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	The teacher: 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	The teacher: 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	The teacher: 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

Domains	Standards	Performance Indicators	Descriptors
		5. The teacher demonstrates a sound knowledge of subject matter and pedagogy	The teacher: <ol style="list-style-type: none"> <li>1. Uses accurate and up-to-date information</li> <li>2. responds accurately to the learners questions</li> <li>3. helps learners to interconnect concepts, ideas and skills</li> <li>4. uses differentiated instructional strategies appropriate to learner diversities</li> <li>5. uses planned instructional strategies effectively</li> <li>6. uses learner feedback appropriately</li> </ol>
		6. The teacher demonstrates an understanding of Assessment principles, strategies and procedures	The teacher <ol style="list-style-type: none"> <li>1. monitors learner progress throughout the lesson</li> <li>2. Uses a variety of assessment strategies</li> <li>3. Uses assessment strategies which are consistent with the lesson objectives</li> <li>4. provides student feedback as appropriate</li> <li>5. uses assessment data to determine achievement of objectives</li> <li>6. uses assessment data to determine individual student achievement</li> <li>7. Uses assessment data to modify instruction and to re-teach if necessary.</li> </ol>
<b>PROFESSIONALISM</b>	4. 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	The teacher: <ol style="list-style-type: none"> <li>1. demonstrates a willingness and ability to reflect on their practice</li> <li>2. participates in professional organizations</li> <li>3. participates in school and Ministry of Education professional activities</li> <li>4. undertakes formal and accredited courses of study to improve professional qualifications, knowledge and skills</li> <li>5. Uses ideas from professional journals, websites, internet dialogue with colleagues, and professional organizations to improve teaching</li> </ol>
		2. The teacher undertakes leadership roles at the school and system levels	The teacher <ol style="list-style-type: none"> <li>1. initiates activities and projects at the school/system level</li> <li>2. participates in collaborative decision making in the school</li> <li>3. conducts workshops at the school and school system levels</li> </ol>
		3. The teacher adheres to expectations of the teaching profession	The teacher: <ol style="list-style-type: none"> <li>1. has read Ministry of Education and school policy documents</li> <li>2. executes teaching and other tasks in a business-like manner</li> <li>3. is punctual and regular</li> <li>4. adheres to personnel policies and procedures</li> </ol>

<b>Domains</b>	<b>Standards</b>	<b>Performance Indicators</b>	<b>Descriptors</b>
		4. The teacher develops professional relationships with colleagues, and the wider community	<p>The teacher :</p> <ol style="list-style-type: none"> <li>1. communicates with Administration, colleagues, learners and the wider community as necessary</li> <li>2. encourages parents to participate in school activities</li> <li>3. participates in parent conferences</li> <li>4. participates actively in Parent/Teacher association activities</li> <li>5. works collaboratively with colleagues for the improvement of the school</li> <li>6. develops a relationship with relevant institutions for the improvement of the school</li> </ol>
		5. The teacher promotes teaching as a profession	<p>The teacher:</p> <ol style="list-style-type: none"> <li>1. abides by the ethics and values of the profession</li> <li>2. treats confidential information in a professional manner</li> <li>3. models professional behavior</li> <li>4. works with other teachers to promote teaching as a profession</li> <li>5. mentors other teachers</li> </ol>











United Nations  
Educational, Scientific and  
Cultural Organization



- UNESCO Regional Office for Eastern Africa
- Kampala Project Office
- Plot 60, Prince Charles Drive, Kololo
- P.O.Box 24578, Kampala, Uganda