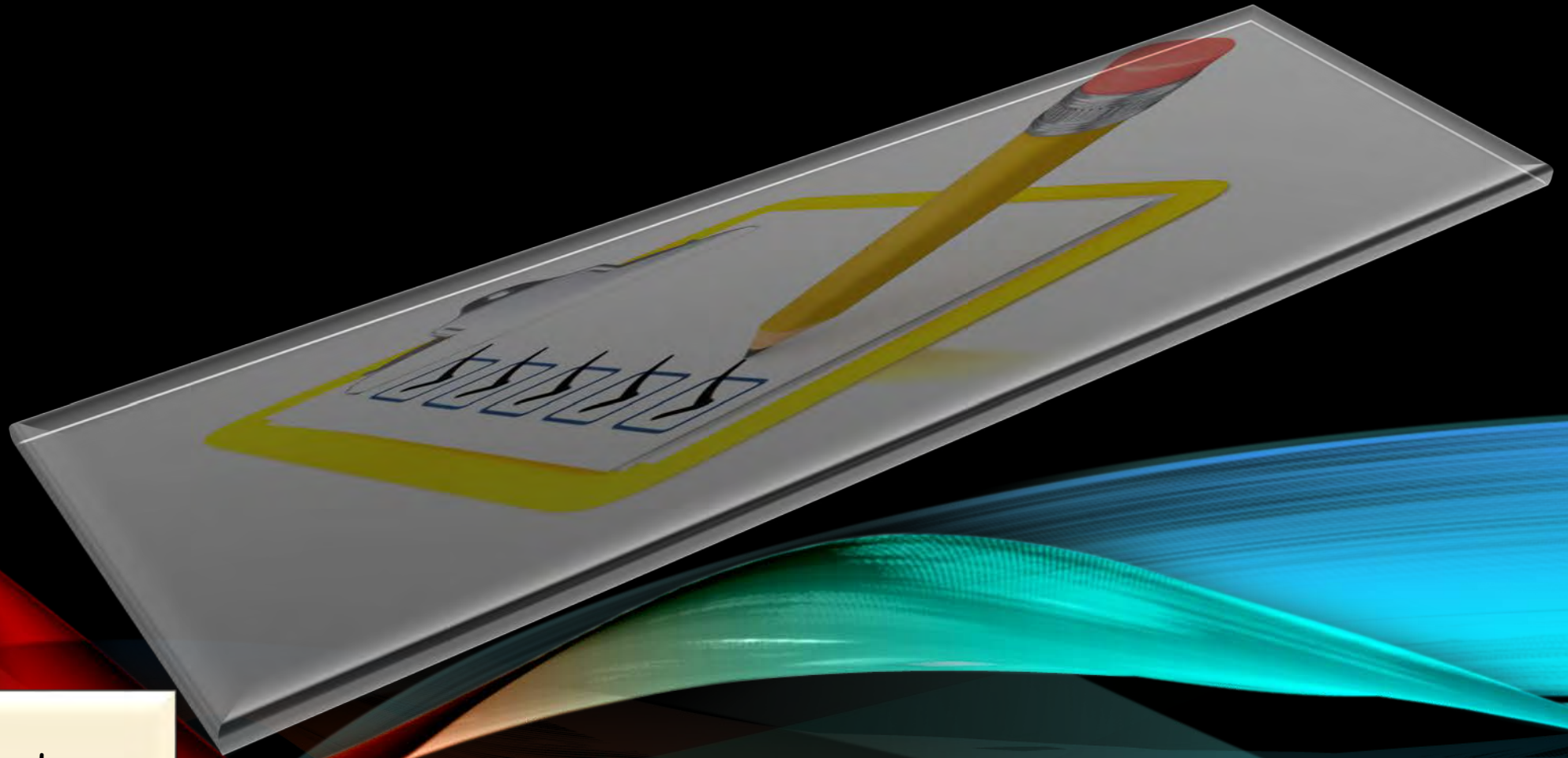


TEACHER COMPETENCY PROFILES: A BASIS FOR SECONDARY TEACHER TRAINING AND CURRICULUM REVIEW IN UGANDA



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Teacher competence

- No education system is better than the quality of its teachers
- Because we are the nation is
- The quality of teachers is a reflection of the quality of teacher training
- The teaching profession is not adequately professional in Uganda

Curriculum review

- A curriculum is the result of human agency
- ITE curriculum should achieve a symbiosis with the reformed secondary education curriculum which teachers will implement
- ITE curriculum must be responsive to changing values and expectations in secondary education if it is to remain useful

WHAT ARE TEACHER COMPETENCIES

Teacher competencies are descriptions of what a qualified teacher/educator in a given country should know and be able to do.

A competence profile is an assessment tool that consists of a list of tools that an employee needs to possess to be successful in a position

1. To promote “best practices”
2. To provide teachers with a clear focus of goal setting for professional growth and efficiency.
3. To provide employers with a clear guide of competences to use for promotion, relocation etc.
4. To help guide teacher training and institutionalization of professional development activities.

WHY DEFINE COMPETENCIES

Governments

- the results of research and of international comparisons such as PISA and TALIS;
- international commitments such as SDG 4
- the desire to enhance the quality or effectiveness of education;
- other system developments, such as moves towards expressing school curricula in terms of learning outcomes, or reforming the system of teacher education;
- demand from parents or other stakeholders for greater accountability in education systems.

Teaching profession

- the need to make the teaching profession more attractive and provide for career progression;
- the desire to promote teachers' lifelong learning and engagement in continuing professional development;
- demand for the professionalization of teaching;
- a desire to clarify teachers' roles;
- the growing importance of the role of school leadership; and
- the need to assess the quality of teaching.

REFORMING LOWER SECONDARY CURRICULUM IN UGANDA

- Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past.
- In Uganda there is often a cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. This points to a dent in the current secondary curriculum.
- Over the past 30 years, the lower secondary curriculum has only been changed by adding content. In spite of new subjects and new content being added, important major areas remain excluded.
- Recent reform efforts took the approach of attempting to reduce the overall number of subjects, mainly by grouping existing ones although with little consensus on what should be removed from the curriculum to lighten individual subject load.
- To meet the workforce needs, government has set a goal of ensuring that every Ugandan has access to secondary education to gain the skills needed to rebuild the economy and meet workforce demands.
- Hence, a radical shift within the secondary education sub-sector; from a curriculum that was initially designed for an elite minority of elite children bound for positions within the public service, to a curriculum that allows every learner to develop understandings and skills according to his or her ability and to gain skills needed to meet the workforce demands.
- The proposed reformed framework has eight learning areas: Creative Arts, Languages, Life Education, Maths, Religious Education, Social Studies, Science and Technology and Enterprise.

AIMS OF SECONDARY EDUCATION IN UGANDA

1. Instill and promote national unity and an appreciation of international relations and its benefits
2. Appreciation and understanding of Uganda's cultural heritage
3. Impart sense of self discipline, ethical and spiritual values and responsibility
4. Acquire understanding of society's needs
5. Provide current knowledge and practical aspects relative to Uganda
6. Develop basic skills required for self employment
7. Develop a range of generic skills
8. Lay the foundation for further education
9. Acquire skills for community problem solving
10. Instill positive attitudes towards work

BUT WHAT DO WE SEE IN OUR PRODUCTS?

- Inadequate mastery of content
- Lack values & correct attitudes,
- Inadequate analytical skills,
- Inadequate Critical & decision making skills,
- lack of other soft skills,
- Inadequate Entrepreneurial skills,
- Undeveloped talents etc.

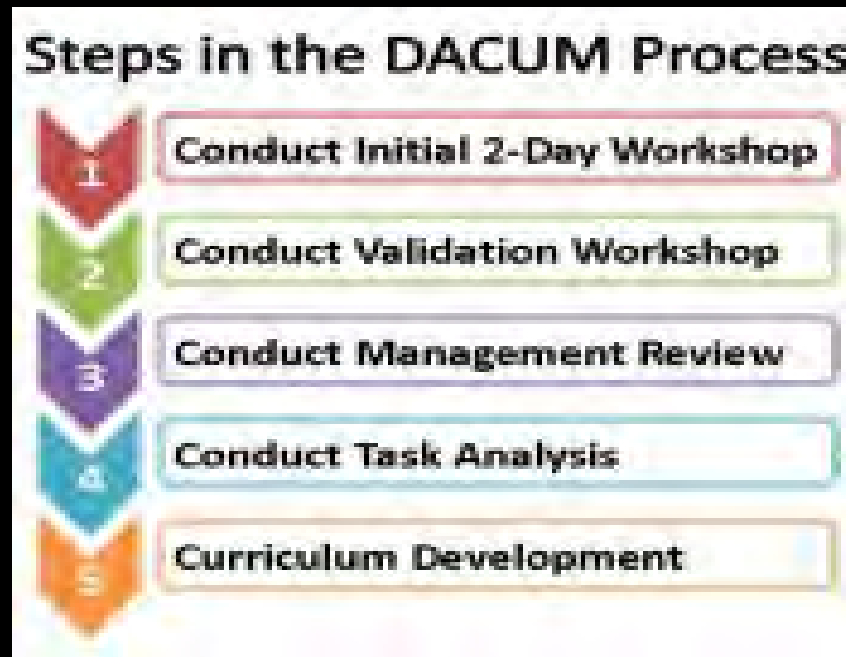
OBJECTIVES OF THE CURRICULUM REFORM

- To promote effective learning and acquisition of skills
- To address the needs of all students and lay the foundation for improved pedagogy and assessment procedures which allow learners to more effectively realise their full potential and demonstrate their achievements
- To address the social and economic needs of the country by meeting the educational needs of learners who will take jobs in the world, become self employed people, pursue academic studies beyond senior four
- To allow flexibility to absorb emerging fields of knowledge in a rapidly changing world
- To reduce content overload by specifying a realistic set of expected learning outcomes with a range of essential generic skills at the heart of the curriculum.

- Teacher quality and quantity
- Proliferation of training institutions: QA issues,
- Competency gaps e.g. ICT, IE
- Model and process of training,
- CPD is project based & delinked from in-service and pre-service,
- Gender in teacher ed.,
- Professionalizing teaching,
- Career paths, institution based assessment, motivation etc.

The DACUM Process

Developing a Curriculum (DACUM) is a process that incorporates the use of a focus group in a facilitated storyboarding process to capture 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 PHILOSOPHY

Step 1. Initial occupational profile

- Expert incumbent workers analyze their own job. DACUM utilizes a panel of six to eight high-performing incumbent workers. Over a two-day period, these skilled workers identify the duties and tasks that make up their job. Under the direction of a neutral facilitator, the panel analyzes 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.

Step 2 & 3. Validation process

- The occupational profile is 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 analyzed through a management review, allowing the management team to synthesize what the workers said, with what they expect and believe the job should encompass.

Step 4 & 5. Curriculum development

- Once the profile has been validated, a task analysis can be conducted to further define the job. The validated profile and the task analysis can then be used to develop a curriculum.

CURRICULUM ERRORS

1. Failure to teach WHAT should be taught (e.g., the latest skills & concepts)
2. Teaching WHAT should not be taught (e.g., outdated skills & equipment)
3. Failure to consider training environment and global threats/trends

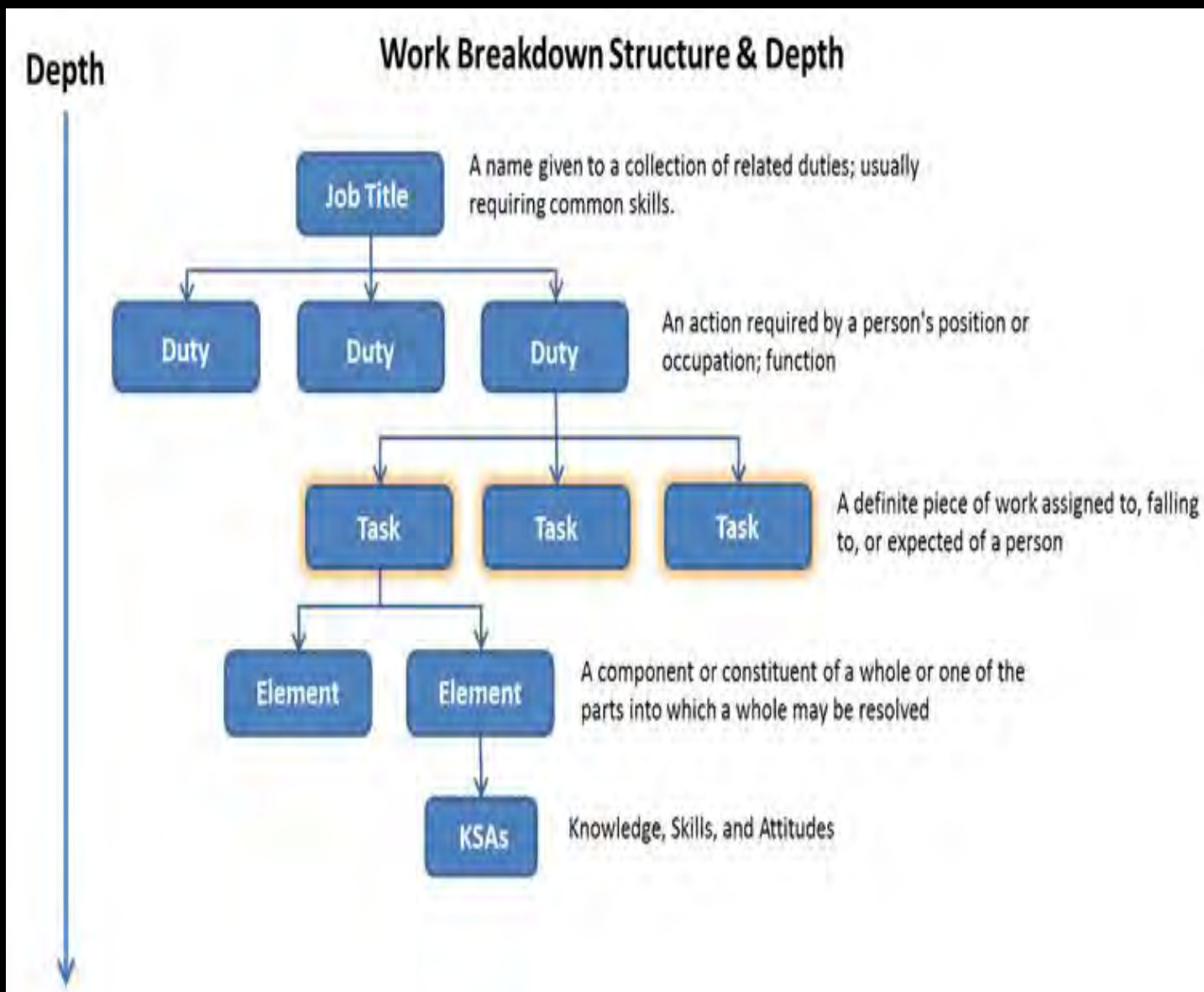
DACUM reduces these errors significantly

Graphic Representation of Job, Duty, and Task Relationships

Whole **Job**

Job Divided into **Duties** (6-12)

Job Divided into **Duties & Tasks** (75-125)



Key Terms

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- **Duties** A cluster of related tasks
Usually 6-12 per job
- **Tasks** Specific meaningful units of work
Usually 6-20 per duty and 75-125 per job
- **Steps** Specific elements or activities required to perform a task
Always two or more per task

OCCUPATIONAL PROFILE

DUTIES

TASKS

DUTY A	A1	A2	A3	A4	A5
Participate in planning of school programmes	Participate in making school activities	Participate in budgeting process	Participate in mobilization of resources	Participate in allocation of resources	Participate in determination of school activities
	A6 Participate in procurement process	A7 Participate in preparation of staff development plans			
DUTY B Prepare teaching and learning activities	B 1 Prepare schemes of work	B 2 Determine source of information	B 3 Prepare learning resources	B 4 Determine teaching methods	B 5 Determine learning activities.
	B 6 Prepare Lesson notes	B 7 Prepare Lesson plans	B 8 Determine learning venue	B 9 Organize projects e.g. exhibition	
DUTY C Deliver teaching and Learning activities	C 1 Organize learning venue	C 2 Perform diagnostic assessment	C 3 Demonstrate skills / activities	C 4 Motivate learners'	C 5 Administer learning assignments
	C 6	C 7	C 8	C 9	C 10
	Manage the Learning process	Manage teaching learning resources (tools + equipment + materials)	Register learners' attendance	Evaluate teaching and learning process	Carry out remedial work

DUTY D	D 1	D 2	D 3	D 4	D 5
Assess Learning	Prepare assessment scheme	Determine areas of Assessment	Set objectives for assessment	Prepare assessment instruments	Moderate assessment instruments
	D6	D7	D 8	D 9	D10
	Prepare scoring guides	Prepare resources for assessment	Sensitize learners on assessment rules and regulations	Administer Assessment	Assess learners competences
DUTY E	D 11	D 12	D 13		
	Prepare mark sheets	Analyses assessment results	Provide feedback on assessment		
	E 1	E 2	E 3	E 4	E 5
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
	E 6	E 7	E 8	E 9	
	Prepare guidance and counselling reports	Carry out research on development trends	Provide reproductive health education	Provide support to learners with special needs	
DUTY F	F 1	F 2	F 3	F 4	F 5
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
	F 6	F 7			
	Nurture learners' talents	Participate in mentoring of participants.			

DUTY G	G 1	G 2	G 3	G 4	G 5
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
	G 6	G 7	G 8	G 9	
	Prepare first aid kit	Administer first aid	Display safety signs	Engage in sensitisation on HIV/AIDS & other health concerns	
DUTY H	H 1	H 2	H 3	H 4	H 5
Carry out administrative tasks	Manage information.	Participate in admission of learners	Participate in staff recruitment	Sensitise learners on rules + regulations	Conduct school assemblies
	H 6	H 7	H 8	H 9	H 10
	Assign work	Supervise work	Evaluate work	Manage conflicts	Prepare administrative records
	H 11	H 12	H 13	H 14	H 15
	Prepare accountability reports	Appraise staff / students	Participate in public relations activities.	Participate in meetings	Participate in decision making
DUTY I	I 1	I 2	I 3	I 4	I 5
Participate in continuous professional development (C.P.D)	Attend technical workshops	Attend refresher courses	Provide Support	Mentor others	Attend professional training
	I 6	I 7	I 8	I 9	I 10

DUTY J	J 1	J 2	J 3	J 4	J 5
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.
	J 6 Participate in entrepreneurship activities.	J 7 Engage in sustainable energy use practices	J 8 Participate in sustainable use of other resources.		
DUTY K	K 1	K 2	K 3	K 4	K 5
Network with stakeholders	Identify areas of collaboration	Identify relevant partners	Establish roles of stakeholders	Collaborate with partners	Promote partnerships
	K 6 Monitor partnership outputs/outcomes	K 7 Evaluate partnerships	K 8 Participate in community activities		
DUTY L	L 1	L 2	L 3	L 4	L 5
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.
	L 6				
	Educate on National Symbols.				

WHAT DO WE NEED TO SEE

- 1.the teacher as a reflective agent
- 2.the teacher as a knowledgeable expert
- 3.the teacher as a skilful expert
4. the teacher as a classroom actor
5. the teacher as a social agent
- 6.the teacher as a lifelong learner.

IMPLICATIONS FOR ITE CURRICULUM REVIEW?

1. Design a framework for Integration
2. Strengthen thematic pedagogy
3. Build content around unifying themes
4. Have deeper content for Higher secondary school curriculum which has separate subjects
5. Less emphasis on disciplines with little connection to other disciplines to more emphasis on disciplines that incorporate connections to other disciplines
6. Less emphasis to fragmented instruction that moves from topic to topic without connections to more emphasis on integrated instruction that focuses on fundamental concepts and processes
7. Less emphasis to concepts presented in isolation from real-world applications to more emphasis on concepts and processes introduced with a real-world context and explored in real-world applications
8. Less emphasis to no coordination among all disciplines on reinforcing unifying themes to more emphasis in coordination throughout all grades and all disciplines in terms of introduction and use of unifying themes

THANK YOU FOR LISTENING

