

The Republic of Uganda

MINISTRY OF EDUCATION AND SPORTS

THE NATIONAL TEACHER POLICY

2019

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Foreword

Fellow citizens, under *Article 30* of the Constitution, all Ugandans have a right to education. In line with this, Government remains committed to developing and implementing policies that support enjoyment of this right. It follows that, the provision of equitable access to quality; relevant and affordable education and training remains a top priority. Similarly, I am aware that, the quality of a nation depends on its citizens, the quality of citizens depends on the quality of education; the quality of education depends on the teachers; and the quality of teachers depend on the quality of teacher education among other factors. Accordingly, in line with international commitments, the provision of quality education remains a firm basis for achieving the Sustainable Development Goals (SDGs) especially SDG-4 and attaining the Middle-Income Status as endorsed in the country's National Development Plans (NDPs) and Vision 2040.

You are aware, that in 2013, a study called the Teacher Initiative for Sub-Saharan Africa (TISSA) was undertaken. This study in its report identified numerous challenges affecting the quality of education in Uganda, namely; under-professionalisation of the teaching profession, inadequate quality assurance and standards; shortage of science teachers and low academic entry requirements for entrants to the teaching profession etcetera. The TISSA study report recommended development of the National Teacher Policy (NTP) to address the above issues. This recommendation was adopted paving way for the development of the NTP, which Cabinet approved on 1st April 2019.

The Government, through the NTP recognises that teaching is a profession and that teachers, school leaders, educators and trainers all play a collective and central role of preparing the future generation. Also, the NTP emphasises, professionalising the teaching profession by providing more resources and effort to support; initial teacher training and continuous professional development, efficient and effective teacher management policies, proper teacher recruitment and deployment processes, decent working conditions for teachers, opportunities for sharing best practices by teachers, teacher professional autonomy and the expansion of career pathways for teachers. Also, it outlines measures for preventing teacher attrition and ensuring a motivated, supported, highly skilled, qualified and empowered teaching force. The above interventions will make the teaching profession comparable with other professions like medical, engineering and legal among others. It will also improve educational outcomes in the entire education system.

The Ministry has also developed additional policy instruments to prepare and support implementation and these include; the NTP Implementation Standards and Guidelines which are attached to this policy. This process has been a result of very rigorous hard work by the Ministry's technical staff whom I owe my deep gratitude.

On behalf of the Government of Uganda and on my own behalf, I thank the United Nations Educational, Scientific and Cultural Organization (UNESCO) - Uganda office for both the financial and technocal support during the process of developing the NTP and the supporting policy instruments. Finally, Government is ready to put in place an appropriate institutional and legal regime in support of this policy. Therefore, I call upon all stakeholders to support the implementation of the NTP interventions to strengthen the teaching profession.

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Acronyms

BTVET	-	Business Technical Vocational Education and Training
CPD	-	Continuous Professional Development
ECCE	-	Early Childhood Care and Education
EFA	-	Education for All
EMIS	-	Educational management and information system
EPPAD	-	Education Planning and Policy Analysis Department
ESC	-	Education Service Commission
ICT	-	Information and Communication Technology
MoES	-	Ministry of Education and Sports
MoFPED	-	Ministry of Finance Planning and Economic Development
MoGLSD	-	Ministry of Gender, Labour and Social Development
MoPS	-	Ministry of Public Service
NAPE	-	National Assessment of Progress in Education
NDPs	-	National Development Plans
NDPII	-	Second National Development Plan
NGO	-	Non-Governmental Organization
NTC	-	National Teacher Council
NTP	-	National Teacher Policy
PTC	-	Primary Teacher College
SACMEQ	-	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDGs	-	Sustainable Development Goals
SNE	-	Special Needs Education
TIET	-	Teacher Instructor Education and Training Department
TISSA	-	Teacher Initiative in Sub-Saharan Africa
UNESCO	-	United Nations Educational, Scientific & Cultural Organization
UNATCOM	-	The Uganda National Commission for UNESCO
UNATU	-	Uganda National Teachers Union

1.0 Introduction

1.1 The achievement of quality Education For All (EFA) goals is anchored on a broad vision to facilitate holistic approaches to reorganizing educational content, and to build national capacity in the key competencies required of all learners in the knowledge-based societies of the 21st century.

1.2 One of the prerequisites for achieving quality education as a tool for human capital development is the availability of competent and effective teachers. Teachers are therefore at the heart of providing quality education to learners. Teachers facilitate learning and the acquisition of both practical and academic competencies relative to the students' potential. Investing in teachers will ensure that learners acquire the needed skills, knowledge and values to contribute to national development. Evidence from best education systems around the world reveals that the most important factor in determining how well children learn is the quality of teachers. The best systems draw their teachers from among the best graduates and train them rigorously and effectively, focusing on best classroom practices.

1.3 The Government White Paper (GWP) on Education of 1992 recognises the importance that must be attached to the quality of teachers and notes the key leadership role and service which teachers play in implementing education policies and programmes. These include; skillfully imparting knowledge to learners to help them develop both the desire and ability to learn; encouraging the development of learners' personality and guiding them to form positive and acceptable social values; promoting the spirit of collective responsibility of the school and the teaching profession; and bridging the gap between educational institutions and the community to ensure fruitful interaction between the two and proper fulfillment of the schools and colleges' obligations to communities. Also, teachers help in interpreting and implementing the aims and objectives of education, instilling in learners the desire to learn and develop ability to acquire knowledge and desirable skills to participate effectively in public life and national development and exemplify basic moral values and ethics of the teaching profession and promotion of the collective responsibility spirit which educational institutions owe to the public.

1.4 To improve the quality of education and teachers, the Government White Paper on Education of 1992 recommended professionalisation of the teaching profession. Equally, the Teacher Initiative for Sub-Saharan Africa (TISSA) study report of 2013 and the Education Sub-Sector Review meeting of 2016 by all stakeholders recommended to Government the development of a National Teacher Policy (NTP). This background forms the basis for the development of this Policy.

2.0 The Policy and Legal Framework

2.1 The Policy Framework

2.1.1 Government has a comprehensive and ambitious set of education policies. These policies aim at ensuring basic education for all, and efforts are being made to reach the most vulnerable people. In discharging this responsibility, the Government must begin by evolving an educational policy which expresses, or makes room for the expression of, the social and economic requirements of the new age. Education must give scope for the attainment of national objectives based on the participation and enthusiasm of the people as a whole.

2.1.2 In 1992, a Government White Paper (GWP) on Education was adopted as a macro policy to provide a broad framework within which specific educational policies such as; the National Teacher Policy (NTP), Universal Primary Education (UPE), Universal Secondary Education (USE) and Early Childhood Care and Education (ECCE) among others were to be developed. The purpose of this Whitepaper was to provide overall guidance on general educational policy. The GWP notes, that, well-trained teachers not only have, a significant role to play in forging effective links between the school and the community and positively influencing national programmes but, also in preparing the critical human resource necessary for national development. Therefore, the GWP remains a key macro policy framework for education service delivery by all stakeholders.

2.1.3 The National Development Plan (NDP) is a; five-year policy instrument adopted in 2010 containing high-level Government goals and priorities to be used in guiding national resource allocation and service delivery. Currently, the Second National Development Plan (NDP-II) 2015/16-2020 highlights three key Sector objectives namely:

(a) achieving equitable access to relevant and quality education and training,

(b) ensuring delivery of relevant and quality education and training, and

(c) enhancing the efficiency and effectiveness of Education and Sports service delivery at all levels. The NDP-II also underscores the teachers' central role in instructing, nurturing and developing the skills to develop a competent human resource that can effectively exploit the available opportunities and resources for national development and socio-economic transformation.

2.1.4 The Uganda Vision 2040 provides a policy framework for national development and articulates long-term aspirations to be achieved. It highlights the country's development challenges as largely associated with the low competitiveness of its human resource among others. Also, it articulates the country's desire to have access to affordable quality education services, a healthy, literate and well-informed society all of which are, a result of a competent and effective teaching cadre. The National Teacher Policy (NTP) supports the realisation of this aspiration.

2.1.5 Internationally, Government as a global actor has signed and ratified several international instruments, namely the; (a) Universal Declaration of Human Rights (UDHR) of 1948 which under Article 26 makes education as a human right (b) United Nations Educational, Scientific and Cultural Organization (UNESCO)'s Convention against Discrimination in Education of 1960; (c) Convention on the Rights of the Child, (1989, in force 1990), (d) International Covenant on Economic, Social and Cultural Rights (ICESCR), 1966 and (e) the UN Convention on the Rights of Persons with Disabilities (2006 in force in 2008) . Also, Government has adopted the (f) Sustainable Development Goal (SDG) 4 whose aim is to "ensure inclusive and equitable quality education and to promote life-long learning opportunities for all." Therefore, the National Teacher Policy is a guide to the achievement of teacher related targets of the SDG4 and complements other education related goals noted in the above instruments.

2.1.6 In addition, the NTP conforms to the Paris Inter-Governmental recommendation adopted in 1966 by UNESCO and the International Labour Organisation (ILO) concerning the status of teachers. This recommendation outlines the: rights and responsibilities of teachers; international standards for teacher preparation; further education; recruitment; employment; teaching and learning conditions. Since its adoption, it is considered as an important set of guidelines to promote teachers' status in the interest of quality education.

2.1.7 The first international normative instrument on the right to education is the 1960 UNESCO Convention against Discrimination in Education (CADE), which, in addition to discrimination, addresses equality of opportunity, access to free primary education and the rights of minority groups. *Article 4* of the CADE not only formulates the legally binding clause, but also sanctions the following duties and actions for States Parties to implement:

(a) Make primary education free and compulsory;

(b) Make secondary education in its different forms generally available and accessible to all;

(c) Make higher education equally accessible to all on the basis of individual capacity;

(d) Assure compliance by all with the obligation to attend school as prescribed by law;

(e) Ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(f) Encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(g) Provide training for the teaching profession without discrimination.

2.2 The Legal Framework

2.2.1 After new policies have been formulated, approved and new administrative arrangements agreed upon, it is necessary to embed these policies and arrangements in legislation, in order to ensure that changes are brought about by orderly processes and the system of education is made to conform to the new requirements placed upon it.

2.2.2 Government has a good legal framework that protects the right to education. It is guaranteed in the Constitution and other laws, and Uganda is a party to key international conventions protecting the right to education.

2.2.3 The 1995 Constitution of the Republic of Uganda, provides for the right to education under Article 30. The operationalisation of this right is supported by the: (a) Education (Pre-Primary, Primary and Post Primary) Act (2008); (b) Business Technical Vocational Education and Training (BTVET) Act (2008); (c) Universities and Other Tertiary Institutions Act (2001); (d) Uganda National Examination Board (UNEB) Act Cap. 137 (1983); (e) National Curriculum Development Centre (NCDC) Act Cap. 135 (1973); (f) Education Service Act (2002); (g) Uganda National Commission for UNESCO (UNATCOM-UNESCO) Act (2014); (h) Higher Education Students' Financing Board (HESFB) Act (2014); (i) Employment Act (2007); (j) Local Government Act Cap. 243 (1997); (k) Public Service (Teachers) Act-Statutory Instrument 290-1; and (l) the Public Private Partnership Act (2015), among others.

2.2.4 The purpose of the legal framework as a formal embodiment of educational policies is to:

(a) Subject Government's judgments on questions of educational policy to scrutiny;

(b) Define and to limit the powers, rights and duties of those participating in the educational process, particularly Government. In the case of private individuals, voluntary bodies, or subordinate organs of Government, the penalties for stepping beyond the assigned limits may be built into the law itself, but where the transgressor is Government, redress is normally possible in Parliament or in the Courts of law. In Parliament, transgression can be enforced by Parliament refusing to make budget appropriations to the entity in question; and in the Courts, transgression is addressed by the civil process of suing Government under the provisions of the Government Proceedings Act; and,

(c) Enable public funds to be used for educational purposes and to lay down the conditions for such use.

(d) To enable Government, meet its international commitments, in particular, the goals and objectives of the Sustainable Development Goals (SDGs) and the Education for All both of which obligate States to spread the benefits of an all-inclusive education to every citizen.

3.0 Problem Statement

3.1 The delivery of quality education to all citizens by Government generally depends on many factors. These factors include but are not limited to the quality of:

(a) Curriculum (educational content);

(b) Teaching and Assessment (educational processes);

(c) Learning Environments (educational infrastructures);

(d) Continuous Professional Development (CPD) (to take care of the dynamic realities); and

(e) Effective Teacher Management.

Also, research shows that teachers are the single most important school-related factor affecting student learning outcomes—more than anything else. In other words, the quality of education is to a large extent correlated and dependent on the quality of teachers.

3.2 To date, at least 347,219 teachers are employed in public and private schools (EMIS, 2015). Government directly employs 266,290 teachers as follows: 184,275 in primary schools; 67,168 in secondary schools; 13,870 in tertiary institutions; 750 in Primary Teachers Colleges (PTCs) and 227 in National Teachers Colleges (NTCs). The private sector directly employs 80,929 teachers as follows: 16,741 in Early Childhood Care and Education (ECCE) Centres; 62,779 in primary schools; 31,841 in secondary schools; 1120 in post-secondary schools and 289 teachers in the non-formal sub-sector. Teachers support the delivery of quality education under Universal Primary Education (UPE) and Universal Secondary Education (USE) among others. But, according to UNESCO (2013), the educational achievement of learners is unacceptably poor. The same finding was reported in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) of 2014; the National Assessment of Progress in Education (NAPE) of 2015 and UWEZO report of 2016.

3.3 The problems of: teacher absenteeism; ineffective teaching; low qualifications and standards; weak institutional leadership; unethical behaviour; lack of teacher regulation; and limited professional development remain in the teaching profession. This is attributed mainly to the under professionalisation of the teaching profession among others. Accordingly, the National Teacher Policy provides a framework for professionalising and standardising the teaching profession in order to improve the development and management of teachers generally.

4.0 The Policy Rationale

4.1 Teachers are vital because of their impact on student learning. Research shows that raising teacher quality leads to substantial gains in school performance. However, there are many important aspects of teacher quality that are not captured by indicators such as qualifications, experience and tests of academic ability. The teacher characteristics that are harder to measure, but which can be vital to student learning need to be more prominent in teacher preparation and employment. Teachers' importance is reflected in the size of the teacher workforce. Teaching is the largest single formal employer of graduate labour.

4.2 Government also, firmly believes that learning is not confined to the achievement of academic goals alone and should be promoted in a range of contexts both within and outside the classroom. This is compressed in 6 Cs namely: **Curiosity; Concentration; Creativity; Confidence; Collaboration;** and **Competence** which are the qualities that Government seeks to impart in learners.

4.3 Teacher policy concerns have increased in recent years due to the profound economic and social changes underway and the imperatives for education to provide the foundations for lifelong learning. Government has been engaged in key curriculum reforms, and has placed stronger emphasis on gender equality within schools, incorporation of Information and Communication Technology (ICT), and integration of students with special needs in the education system. Such developments require re-examination of the role of teachers, their preparation and work.

4.4 Understanding the operations of the teacher labour market is generally vital. Key aspects include the factors shaping teacher demand and supply, the responsiveness of teachers to incentives, the trade-offs Government face in defining the number of teachers needed and teacher deployment to schools.

4.5 The NTP is intended to promote a common understanding amongst all education stakeholders of what constitutes good, effective teaching practice to support educational goals. While, the context within which learning takes place varies, the NTP acknowledges that there are principles of teaching and learning which have universal application. The NTP should be read in conjunction with other educational policies in order to ensure that all teaching and learning meets the needs of all learners. Teachers should consider barriers to involvement arising from additional learning needs, language, disability, gender, belief and how these can be overcome. This applies to the social needs, as well as learning and teaching needs.

4.6 The NTP is also intended to promote consistent outstanding standards in learning and teaching. It recognises that what happens in classrooms is fundamental in helping learners acquire the skills and habits of the mind to be successful learners not only at school but throughout their lives generally. This is in line with UNESCO's four pillars of education namely:

(a) **Learning to know:** to provide the cognitive tools required to better comprehend the world and its complexities, and to provide an appropriate and adequate foundation for future learning;

(b) Learning to do: to provide the skills that would enable individuals to effectively participate in the global economy and society;

(c) Learning to be: to provide self-analytical and social skills to enable individuals to develop to their fullest potential psycho-socially, affectively as well as physically, for an all-round 'complete person'; and

(d) Learning to live together: to expose individuals to the values implicit within human rights, democratic principles, intercultural understanding and respect and peace at all levels of society and human relationships to enable individuals and societies to live in peace and harmony.

4.7 The benefits of this Policy include but are not limited to:

(a) Promotion and retention of highly motivated, professional and ethically upright teaching force in Uganda.

(b) More effective management for better teacher productivity, discipline, retention and motivation.

(c) More competent teachers that can effectively deliver quality learning outcomes and leadership at all levels of the education cycle.

(d) Standardisation of the management, development and practices of teachers.

(e) Cross cutting issues streamlined into all aspects of teacher training, management and practice at all levels.

5.0 The Policy Direction

5.1 The NTP is designed to professionalise teachers, develop standards and improve the development, management and utilization of teachers in Uganda for the required improvements in the quality of learning.

5.2 The **Policy Vision** is: "A transformed teaching profession and learning environment for a skilled and globally competitive human resource."

5.3 The **Policy Mission** is: "To produce quality, motivated, accountable and adaptable teachers that are responsive to the educational development needs."

5.4 The **aim** of the NTP is "to provide a framework to professionalise and standardise the teaching profession and enhance the development and management of teachers. It is to provide strategies to enhance professionalism; develop and enforce standards; and streamline the professional development and management of teachers".

5.5 The specific objectives of the policy are to:

(a) Streamline teacher management for better productivity, discipline, retention and motivation.

(b) Strengthen pre-service and in-service teacher training so as to enhance competences to effectively deliver quality learning outcomes and leadership at all levels of the education cycle.

(c) Standardize teacher development, qualifications and practice across all levels of education.

(d) Streamline the integration of cross cutting issues into all aspects of teacher training, management and practice at all levels.

5.6 The key Policy priorities are:

(a) Establishment of the National Teachers' Council by an Act of Parliament to professionalize the teaching profession. The Council will be responsible for registration, licensing, accreditation of teachers and implementation of the Motivation framework and the reviewed Scheme of Service.

(b) Establishment of the Uganda National Institute of Teacher Education to provide leadership in Continuous Professional Development (CPD) and the training of tutors. The institute will implement the Initial Teacher Training and CPD frameworks.

(c) Development and implementation of standards for teaching, institutional leadership and a Teacher Qualification Framework that can be harmonized with the regional frameworks.

(d) Mainstream cross-cutting issues into teacher training, management and utilization and teacher practices by particularly taking advantage of the policies in other ministries.

5.7 The National Teacher Policy is guided by the following principles:

(a) **Professionalism:** Professionalism is defined as an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers.

Also, a professional exercises discretion in decision-making within the scope of his/her expertise and assumes some authority for their own professional development. Thus, professionalism means the combination of all the qualities that are connected with trained and skilled people. In the NTP, the term means knowledge, skills, and practices that teachers must have in order to be effective educators. A system for accreditation, discipline and exit of teachers; induction and mentoring programmes; incentives and sanction framework and teacher collaboration will be put in place.

(b) **Effectiveness:** Effective teachers are those who achieve the goals set for them by Government and the Profession. Effective teachers possess the knowledge and skills needed to attain the professional goals and goals of education policy generally.

(c) **Accountability:** Specific measures and criteria put in place to determine whether or not teachers have met the desired goals or targets set by the stakeholders.

(d) **Innovation and Creativity:** Specific measures and criteria put in place to support innovation and creativity. Innovative Teaching involves creating new knowledge and applying different and new methods of teaching for better outcomes. Creativity is an imaginative activity designed to produce outcomes that are both original and of value.

(e) **Efficiency:** Efficiency is the ability to get things done in an organized manner through lesson plans, staying on target, keeping control of the class among others. It also hints at a bit of consistency which is crucial for a teacher. An efficient teacher should be able to perform their job with a minimum of effort and expenditure of resources.

5.8 The Policy Targets

5.8.1 The Policy targets all teachers involved in providing education at various levels. The education levels are categorised as below:

(a) Early Childhood Care and Education (ECCE) centres;

(b) Primary School level;

(c) Secondary School Level;

(d) Business, Technical and Vocational Education Institutions level; and

(e) Teachers in the Universities and Other Tertiary Institutions.

5.8.2 The Policy also targets other stakeholders such as parents, education providers, education managers and agencies, the private sector, CSOs, development partners, recognised Teacher Unions and Associations.

6.0 The National Teacher Policy Actions, Strategies and Outcomes

6.1 The National Teacher Policy focuses on four key policy actions namely; standards and qualification, training, management and cross cutting issues. Under each thematic policy action, the key implementation strategies and expected outcomes are outlined.

6.2 The National Teacher Policy puts in place the Minimum Professional Standards and Qualifications for the teaching profession. The standards to be developed and implemented will define the minimum level of practice expected of teacher trainees, teachers and school leaders. This will be achieved through the following strategies:

a) Development and implementation of a Teacher Qualifications Framework.

b) Implementation of the developed competency profiles of teachers, teacher educators and school/institutions leaders.

c) Subjecting all teachers in tertiary institutions to basic pedagogical / andragogical training before being certified to teach in these institutions.

d) Development and implementation of standards for teaching and leadership in educational institutions.

e) Establishment of a National Teachers' Council (NTC) by an Act of Parliament to regulate the teaching profession within the country. This applies to teachers in government and private schools and institutions.

f) Strengthening the monitoring, support supervision and inspection functions in the different institutions with a mandate over teacher management.

g) Development and implementation of a clear framework for assessing teachers and other players in the education sector.

These strategies will lead to improved management, uniformity and standardisation of the teaching profession.

6.3 The National Teacher Policy puts in place the Minimum Standards and Qualifications for teacher training. This policy action will focus on the calibre of students admitted in Teacher Training Institutions (TTIs) and their subsequent deployment in both private and public schools. This will be achieved through the following strategies:

a) Pre-entry assessment of prospective teachers to be undertaken by the Teacher Training Institutions (TTIs) in liaison with the mandated organs of the Ministry responsible for education.

b) Harmonisation of the curricula and the minimum training duration and pedagogical requirements for teacher training.

c) Every Teacher Training Institution (TTI) to have a Demonstration School for practicum teaching and learning.

d) Designing and implementing programmes for the up skilling of teachers and tutors to Bachelor's degree and Master's degree qualifications.

e) Establishing the Uganda National Institute of Teacher Education (UNITE) to strengthen the quality of teacher education.

f) Development and implementation of an induction and probation framework for teachers and school or institutional leaders.

g) Development and implementation of a Continuous Professional Development (CPD) framework for in-service teachers.

h) Development and implementation of a Framework for Adult Learning Teachers.

i) Re-establishing the Institute of Special Needs Education (SNE) focusing on research and demonstration of best practices to teachers to support learners in this category.

This will lead to harmonised and improved teacher training that is both responsive to the labour market demands but also highly professional to deliver quality education.

6.4 The National Teacher Policy puts in place the Minimum Standards and Qualifications for teacher management. Effective teacher management to be achieved through the following strategies:

a) Harmonisation and standardisation of the nomenclature used in teacher training and education.

b) Strengthening teacher management and development and information systems at both the local and national levels in respect to education.

c) Strengthening teacher recruitment practices in private and government institutions by developing and implementing harmonised teacher recruitment guidelines.

d) Strengthening of school leadership and governance in order to increase teacher productivity and enhance schools and other educations improvements.

e) Develop and implement a Social Dialogue Framework (SDF) to promote teacher collaboration and active engagement in the identification, management and addressing of the various concerns affecting the teaching profession.

f) Reviewing and implementing the Teachers' Scheme of Service.

g) Development and implementation of the Teachers' Incentive Framework (TIF).

h) Strengthening the implementation by reviewing and strengthening the Teachers' Code of Conduct and other regulations governing the teaching profession.

Effective teacher management practices will lead to improved management of the teaching profession leading to better teacher productivity, retention and motivation.

6.5 The National Teacher Policy puts in place measures to support the integration of cross cutting issues that impact on the Education and Sports Sector including; ICT, Gender, HIV/AIDS, Special Needs Education concerns, Environment and Human Rights. Cross cutting issues will be achieved using the following strategies:

(a) Mainstreaming ICT, Gender, HIV/AIDS, Special Needs Education(SNE) concerns, Environment and Human Rights into teacher development, teacher management and teaching practices.

(b) Developing effective ICT systems to handle teacher records, information and data as a way of streamlining and promoting efficiency in teacher planning and management.

(c) Incorporating ICT, Gender, HIV/AIDS, Special Needs Education concerns, Environment and Human Rights into teacher development, deployment and teacher management practices.

(d) Undertaking Pre-Service and In-Service CPD training for teachers on gender responsiveness, use of ICT, HIV/AIDS into teacher development and management practices.

These strategies will lead to the achievement of gender parity in teacher education and to promote gender responsive pedagogy, working environment and management of teacher affairs and improved access to information for teachers resulting not only in better learning outcomes but also lifelong learner habits.

7.0 The National Teacher Policy Implementation Framework

7.1 The Coordination Role of the Ministry of Education and Sports

Ministry of Education and Sports has the primary responsibility and accountability for the successful implementation of the Policy. The Ministry will coordinate and collaborate with the various stakeholders for successful implementation of the NTP using a sector wide approach, including actors in: the private sector; civil society; development partners; academia; and research institutions. The Ministry will:

a) Plan, budget and implement programmes that promote the development of teachers according to the Policy provisions.

b) Supervise, monitor and evaluate the implementation of the policy.

c) Establish and coordinate networks, partnerships and collaboration with all education stakeholders.

d) Popularize and disseminate the policy among all education stakeholders.

e) Undertake relevant policy research on teacher development programmes.

f) Disseminate the implementation strategies for the National Teacher Policy.

7.2 The Roles and Responsibilities of the Various Stakeholders

The key stakeholders include: Education Service Commission (ESC) and District Service Commissions (DSCs); the National Curriculum Development Centre (NCDC); the Directorate of Education Standards (DES); Universities and Other Tertiary Institutions; Education Development Partners (EDPs); Ministry of Finance Planning and Economic Development (MoFPED); Ministry of Public Service (MoPS); Ministry of Gender, Labour and Social Development (MoGLSD); Governing Councils (GCs), School Management Committees (SMCs) and Boards of Governors (BoGs); Head Teachers and Principals; District education authorities (DEOs, DISs); National Teachers Council (NTC); Private Sector; Examination bodies and other stakeholders.

7.2.1 The Roles of the Education and District Service Commissions

a) Recruit teachers and tutors for educational institutions at all levels certified by the National Teachers' Council.

b) Appoint persons to hold or act in any office in the Education Service, including confirmation of appointments, disciplinary control over those persons and to remove them from office.

c) Establish and maintain a record of all teachers in the education service.

d) Grant timely Study leave to personnel in the Education service following complete submissions made by the responsible officer.

7.2.2 The Roles of the National Curriculum Development Centre

(a) Review the curriculum of teacher training institutions in line with other curricula for pre-primary, primary and secondary schools.

(b) Prepare Teacher and student teaching and learning guides.

(c) Orient teachers on new curricula or training/teaching guides.

7.2.3 The Roles of the Directorate of Education Standards

(a) Review the teacher standards to ensure production of quality teachers.

(b) Set standards for teacher training institutions.

(c) Carry out support supervision of teachers and general school inspection.

7.2.4 The Roles of the Universities and Other Tertiary Institutions

(a) Train teachers in collaboration with the UNITE.

(b) Undertake academic research on teacher aspects to address the challenges or gaps in the implementation of the Policy.

7.2.5 The Roles of the Education Development Partners

(a) Assist in the mobilisation of financial resources to ensure implementation of the Policy provisions.

(b) Provide technical assistance during the implementation of the Policy.

(c) Support drafting and reviewing of the Policy.

7.2.6 The Roles of the Ministry of Finance, Planning and Economic Development

(a) Allocate and provide funds for necessary to implement teacher related programmes across all the levels within the Education and Sports sector.

(b) Mobilise the necessary financial resources to support the Ministry of Education and Sports in the implementation of the Policy and

(c) Provide guidance in the creation of alternative funding strategies.

7.2.7 The Roles of the Ministry of Public Service

(a) Approve the structure and staff establishment of the relevant education institutions at all levels to support the implementation of the Policy.

(b) Support the operationalisation of the Teachers' Scheme of Service.

(c) Support recruitment and motivation of teachers.

7.2.8 The Roles of the Ministry of Gender, Labour and Social Development

(a) Work in collaboration with the MoES to promote skills development and labour productivity while promoting gender equity in both educational and non-educational settings.

(b) Ensure Adult and Community education initiatives in the Policy are implemented jointly with the MoES

7.2.9 The Roles of the Governance Bodies (GCs, SMCs and BoGs)

(a) Approve performance agreements before signing and after signing work with school leadership to translate the agreement into school work plan.

(b) Monitor and supervise conduct of internal school evaluations by the school leadership as suggested in the Policy.

(c) Collaborate with school leadership to evaluate teachers' performance and make recommendations to the LG education office.

(d) Support school leadership to organize school-based teacher professional development activities as a follow up on internal school evaluations and recommendations in staff appraisal reports.

7.2.10 The Roles of Head Teachers and Principals in the Teacher Policy

(a) Maintain an up to date school staffing lists clear of any ghost teachers.

(b) Deploy teachers posted to the school as guided by staffing priorities.

(c) Track staff issues related to study leave, sick leave, official leave and due retirement.

(d) Declare existing staffing gaps in institutions to the supervising authorities.

(e) Liaising with the LG education office and DSCs to plan for appropriate staffing levels.

(f) Checking gender imbalances in staffing.

(g) Furnishing the LG education office with quarterly reports on staff levels and individual teacher performance.

(h) Regularly appraise staff and use such information to judge the performance of the institution.

7.2.11 The Roles of the District Education Authorities (DEOs and DISs)

(a) Maintain a Local Government (LG) a staff list which should be validated with the LG teachers register.

(b) Compile gaps staffing levels and declare vacancies the relevant authority.

(c) Use staff appraisal reports to identify teacher training needs.

(d) Use teacher evaluation forms for identification and recognition of exemplary teachers in terms of performance. Similarly, non/poor performing teachers should be noted for appropriate action.

(e) Monitor and supervise internal school evaluations to identify good practices and recognition of model schools.

7.2.12 The Role of the National Teachers Council in the Teacher Policy

(a) There will be a National Teachers' Council (NTC), whose functions will be to:

(i) Act as an agent authorised to accredit Teacher Education.

(ii) Manage the professional development of teachers.

(iii) Collaborate with school managers and recognised Teachers Unions to improve teachers' work environment.

(iv) Evaluate the performance educational institutions to identify those deserving recognition.

(v) Coordinate the process of evaluating teachers' performance.

(vi) Present exemplary teachers by Subject, Department, School, Sub-County, County, District, and region and at national level for recognition.

(vii) Take disciplinary action on all teachers in both public and private institutions in corroboration with the Education Service Commission (ESC) and the District Service Commissions (DSCs).

(viii) Advise Government on matters related to the National Teacher Policy (NTP).

7.2.13 The Role of Uganda National Institute of Teacher Education

(a) There will be a Uganda National Institute of Teacher Education (UNITE).

(b) The Uganda National Institute of Teacher Education (UNITE) will work with National Teachers Council (NTC) to implement the Continuous Professional Development (CPD) framework for all teachers.

7.2.14 The Private Sector's Roles in Teacher Policy Implementation

(a) Partner with Government in education in line with the Public-Private Partnership Act, (2015) among others.

(b) Partner with Government to strengthen school leadership through revitalising the school Parents-Teachers Associations (PTAs) to enhance inspections and promote teacher accountability mechanisms in line with the NTP.

(c) Partner with Government to enhance both internal and external inspections.

(d) Motivate teachers employed in the private sector with both better and timely pay.

7.2.15 The Roles of Examination Bodies in Teacher Policy Implementation

(a) Provide detailed feedback information on the performance of learners in national examinations (which questions and tasks students completed satisfactorily and which ones they did not) to schools and teachers including interpretation of student difficulties and guidance on the design and implementation of possible remedial actions.

(b) Provide guidance the diverse modes of assessment (written, practical, and oral) for teachers to adopt in line with the goals of curricula.

(c) Give teachers assessment instruments that pay suitable attention to the measurement of higher-order thinking skills by emphasising understanding, and other critical thinking skills and de-emphasise the recognition or recall approach.

(d) Test the students' ability to apply their knowledge and skills not just in scholastic contexts but also in all situations outside the school environment.

(e) Conduct and manage assessment and related research that is in tandem with the National Teacher Policy objectives.

7.2.16 The Roles of Other Stakeholders in the National Teacher Policy Implementation

All stakeholders will have responsibility; to implement measures to improve educational institution's performance and learning outcomes; use properly and judiciously available resources; ensure transparency in the entire process; and engage the community and other external stakeholders to increase their level of Participation. Thus, the following stakeholders are accountable for the respective responsibilities as indicated below:

(a) **Teachers and their Representatives** like Uganda National Teachers Union (UNATU), Teacher /Teaching Regulatory Bodies like the Head Teachers Associations and Teacher Related Associations. Their main roles and responsibilities will be to provide forum for profession-led policy development / input, advocacy, sensitization, negotiation concerning the teachers; represent teacher concerns / needs, and participate in the drafting and validating processes.

(b) **Scholars, Researchers, Think Tanks** (Policy and Research Institutes). Their role is to provide expertise, input and evidence to inform policy making.

(c) **Parents and their Representatives** (Parent-Teacher Associations (PTAs) and Learners and their Representatives (Student Representative Councils) will represent the needs /concerns of the learners and parents / local communities, and also act as a link to school communities.

(d) **Uganda Business and Technical Examinations Board (UBTEB)**. UBTEB will provide leadership role in the development, implementation, monitoring and evaluation of the NTP objectives in the Technical Vocational Education and Training (TVET) sub sector.

8.0 Monitoring, Evaluation and Review of the Teacher Policy

8.1 The Policy actions, strategies and implementation process will be monitored and evaluated on a regular basis using the existing monitoring and evaluation frameworks and the SWAP processes and structures.

8.2 The sector will through; the Education Management Information System (EMIS) and the Teacher Management Information System (TMIS), collect, analyse and disseminate data on teachers to determine progress on teacher policy implementation and performance. Data collection and management will be through the already established periodic surveys, censuses and other methods as considered suitable by the Ministry responsible for education and sports.

8.3 The NTP actions and strategies will be evaluated periodically using the institutional Monitoring and Evaluation Frameworks to establish policy; impact, gaps, emerging issues, implementation challenges and the necessary policy recommendations.

8.4 In the NTP, Policy Monitoring and Evaluation, will emphasise important indicators as points of reference in measuring performance. Four broad categories of indications will be considered namely; *quantity indicators* – concerned with the number of policy action achievements; *quality indicators* - concerned with the degree of excellence of results; *time indicators* - concerned with whether the results were achieved within specified time limits and *client satisfaction indicators* - concerned with the acceptability of the results to the clients or stakeholders.

8.5 The Teacher Policy will be reviewed periodically as and when the need arises. For avoidance of doubt, the National Teacher Policy Implementation Review will be authorised by Cabinet through the Minister responsible for Education.

9.0 Financing the Implementation of the Teacher Policy

9.1 Government will finance the implementation of the National Teacher Policy in partnership with Development Partners. The financing of the Teacher Policy Actions and Strategies will be in line with the Medium-Term Expenditure Framework (MTEF) of the Ministry.

9.2 In addition, stakeholders in the Private Sector, Faith Based Organisations (FBOs) and Civil Society Organisations (CSOs) may contribute resources towards the implementation of this Policy in line with the provisions of Paragraph 9.1 above and if they accept to be bound wholly by this National Teacher Policy and all its associated policy and legal instruments.

Glossary of Key Terms in the National Teacher Policy

Accountability: Accountability is the obligation or willingness to accept responsibility for one's actions. To be accountable means to be accountable for one's actions and to be liable for their consequences. In this policy emphasis is on accountability and specifically educational institution performance accountability.

Accreditation: Means approval by an organisation that somebody or something has achieved the set standard.

Act: Means a written law enacted by the Parliament, to support the implementation of the National Teacher Policy and also provides for the institutional framework, the offences, sanctions and remedies for non-compliance.

Assessment: This refers to the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not.

Certification: Means a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that the person is competent to perform the tasks specified in the occupation.

Duty: This describes a large area of work in performance terms. A duty serves as a title for a cluster of related tasks (see also: Task).

In-Service: Means training given to an already recruited teacher to improve on his/her knowledge and skills.

Initial Teacher Training: Means the professional preparation of teachers in teacher training institutions and refers to the process and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in classroom, school and wider community.

Internship: Means a structured work experience related to a student's major and / or career goal; in this case teaching in schools, colleges, other educational establishments and contexts for academic achievement.

Occupational Profile: Means 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 reference points for developing the modular curricula and assessment standards.

Policy: Means a course of action adopted by Government. In this document, policy means the National Teacher Policy which is an explicit decision of Cabinet that sets out directives and standards for guiding all stakeholders on future decisions, actions and implementation.

Professionalism: Professionalism is the ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers.[1] Generally, the criteria of four variables shape the traditional view of a profession; remuneration, social status,

1 Pratte Richard and Rury L. John (1991 :60). *Teachers, Professionalism, and Craft*. Teachers College Record. 93 (1), 59-72. http://www.tcrecord.org ID Number: 255, Date Accessed: 29/9/2019

autonomous or authoritative power, and service. A professional also "exercises discretion in making decisions within the scope of their expertise, and assumes some authority for their own professional development."[2]

Professional Development: Means a series of activities designed to extend and develop trainee's learning, and provide evidence of meeting the standards.

Probation: Means a six months period during which a teacher is mentored and supervised. It is a process of testing or observing the character or abilities of a person who is new to the teaching profession.

Professional Mentor: Means the member of staff with overall responsibility for all trainee teachers in the establishment. Formal Education and non-school placements do not usually have professional mentors.

Qualification: Means 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.

Reward: Means a thing given in recognition of service, effort, achievement or worthy behaviour.

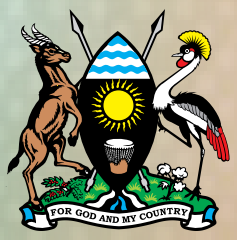
Sanctions: Means the measures or penalties taken by lawful authority to coerce a person or persons to conform to the norms of conduct in line with the prescribed law, rules and regulations.

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 (see also: Duty).

Teacher: A person who has knowledge, skills and special trainings in teaching, explaining and educating and is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain. In this policy teacher means a person who has successfully completed a course of training approved by the Ministry responsible for Education, entered on the register and roll of teachers and allowed to practice as so.

Validation: Means the action of making or declaring something useful and legally or officially acceptable.

2 Grady P. Michael, Helbling C. Kristine and Lubeck R. Dennis (2008:603). Teacher Professionalism Since A Nation at Risk. Phi Delta Kappan, 89, 603-604, 607.



The Republic of Uganda

MINISTRY OF EDUCATION AND SPORTS

THE NATIONAL TEACHER POLICY IMPLEMENTATION STANDARDS

Ministry of Education and Sports
P.O. Box 7063
Kampala

2019

Foreword

You may be aware, that determination of policy and its implementation is what constitutes executive power. My authority to issue the policy standards to support the implementation of the National Teacher Policy approved by Cabinet on 1st April 2019 flows from *Article 99 (4) and (5)* of the Constitution of the Republic of Uganda - which explains the executive authority of Government and *Article 111(2)* - which empowers the Cabinet *to determine, formulate and implement the policy of Government*.

In issuing the National Teacher Policy Standards, I am aware of *Clause (i)* of the National Objectives and Directive Principles of State Policy in the Constitution of the Republic of Uganda 1995, which binds all the *Organs and Agencies of the State*, all *Citizens, Organisations* and *other Bodies* and *Persons*, in taking and implementing *any policy decisions* for the establishment and promotion of a just, free and democratic society.

Also, I am aware that *Clause XVIII (iii)* - on the education objectives directs that; individuals, Religious Bodies and Non-Governmental Organisations (NGOs) shall be free to found and operate educational institutions if they *comply with the general educational policy* of the country and *maintain national standards*. Accordingly, as the Minister of Education and Sports, I am invoking my Statutory Authority to issue these National Teacher Policy Standards as mandatory directions that prevail over any other directions issued under general administrative power[1].

In respect to teacher management issues, the NTP Implementation Standards are binding to the; management of Education and Sports at all levels (Central, Local Governments and educational units), proprietors of public and private educational institutions, and all individual members of the teaching profession whether working in public or private education institutions.

The purpose of these policy implementation standards is to inform all stakeholders in the Education and Sports Sector of the policy decisions of Cabinet which from now on words form part of the executive practice of Government. I am therefore, handing over the National Teacher Policy Implementation Standards to the Permanent Secretary for implementation in line with *Article 174(3) (c)* of the Constitution of the Republic of Uganda which directs him to implement the policies of Government. Also, note that these policy implementation standards are the basis upon which regular performance of the National Teacher Policy must be based.

On behalf of the Government of Uganda and on my own behalf, I thank the United Nations Educational, Scientific and Cultural Organization (UNESCO) - Uganda office for both the financial and technocal support during the process of developing the NTP and the supporting policy instruments. Finally, I call upon all stakeholders in the Education and Sports Sector to support the implementation of these policy implementation standards, the resultant guidelines and procedures, to enable achievement of the overall National Teacher Policy objectives.

DR. John Chrysostom Muyingo
MINISTER OF STATE FOR HIGHER EDUCATION / HOLDING THE PORTFOLIO OF THE MINISTER OF EDUCATION AND SPORTS

1 For instance, *where two circulars are issued on the same subject and the former was general and the later was specific, it was held that the latter one will prevail". For details see:* Secretary to the Government of HaryanaVs Vidya Sagar-AIR (2009) 14 SCC 652)

Acknowledgement

The development of the National Teacher Policy has been a long process involving a lot of research, documentary review and analysis, consultations and immense efforts and commitment from the various stakeholders. Following the approval of the National Teacher Policy by Cabinet, it became imperative to develop the Teacher Policy Implementation Standards to streamline and standardise the efforts of the Ministry of Education and Sports and other stakeholder to support the process of professionalising the teaching profession.

In addition, I thank Hon. Janet Kataaha Museveni - the First Lady and Minister of Education and Sports, Hon. John Chrysostom Muyingo- the Minister of State for Higher Education; Hon. Rosemary Nansubuga Seninde – the Minister of State for Primary Education and Hon. Charles Bakabulindi – the Minister of State for Sports for their political guidance and wisdom. Their advice guided the process of developing the Teacher Policy and the implementation Standards.

On behalf of the Ministry of Education and Sports and on my own behalf, I am honoured to thank the United Nations Educational, Scientific and Cultural Organization (UNESCO) - Uganda office for supporting the process of developing the National Teacher Policy and the implementation Standards. Similarly, I wish to also extend my sincere appreciation to all the partners for participating in the consultations that made the development of the National Teacher Policy and the National Teacher Policy Implementation Standards a reality.

I also wish to express my gratitude to the technical staff of the Policy Analysis Division and the Teacher Instructor Education and Training (TIET) Department for their expertise and efforts in the development of both the Teacher Policy and the Teacher Policy Implementation Standards. I also commend the Teacher Policy Implementation Committee for their input and support in the development of detailed Implementation Guidelines and Procedures to be followed during implementation of the Teacher Policy.

As I receive the NTP and the supportive policy instruments from the Minister, allow me to emphasise that these policy instruments are mandatory, have the force of law and require all of us to change the way we have been transacting our business either as teachers or teacher managers whether at central or local government levels or whether in public or private educational institutions.

I also take the opportunity to thank the Norwegian Government for their financial support to the NTP Baseline Study whose findings will enable the Ministry of Education and Sports generate baseline data and information on teacher management issues. The bsaeline will help the Ministry to measure its performance against the NTP objectives.

Finally, it is my honour to call upon all Education and Sports Sector stakeholders to support the implementation of these policy implementation standards, the resultant guidelines and procedures, to enable achievement of the overall National Teacher Policy objectives.

Alex Kakooza
PERMANENT SECRETARY

Acronyms

COUPSTA	-	Coalition of Uganda Private School Teachers Association
CPD	-	Continuous Professional Development
EPMS	-	Enhanced Performance Management System
ITE	-	Initial Teacher Education
MDAs	-	Ministries, Departments and Agencies
MoES	-	Ministry of Education and Sports
NTC	-	National Teacher Council
PTC	-	Primary Teachers College
TIET	-	Teacher Instructor Education and Training
UACE	-	Uganda Advanced Certificate of Education
UCE	-	Uganda Certificate of Education
UNATU	-	Uganda National Teachers' Union
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNITE	-	Uganda National Institute for Teacher Education

1.0 Introduction

1.1 Policy implementation involves translating the goals and objectives of a policy into action. Public policy is the guide to action and it connotes a broader framework to operationalise a philosophy, principle, vision or decision, mandate among others which are translated into various programmes, projects, plans and actions. A policy entails the broad statement of future goals and actions, and expresses the ways and means of attaining them. It is a framework of Governmental interventions that cover a variety of activities.

1.2 It follows logically that public policy is a purposive course of action followed by an actor or set of actors in dealing with a problem or matter of concern. Thus, the National Teacher Policy is a series or pattern of Government activities or decisions that are designed to address some teacher issues or problems. Generally, any public policy must have to be implemented.

1.3 The success of any adopted policy depends on how successful it is implemented. Even the very best policy is of little worth if it is not implemented successfully or properly. One of the problems of successful policy implementation has been the lack of proper direction or guidance on how to implement it. Markedly, such direction is supposed to be derived from the implementation standards which the policy is supposed to follow.

1.4 In the National Teacher Policy, teachers are considered the single most crucial ingredient to any sustainable, credible and quality education and training system. The Government White Paper (GWP) on Education of 1992 affirmed the central role of teachers in Uganda's education system by asserting the observation by the Education Policy Review Commission (EPRC) of 1987 which had earlier noted that; **"....no education system can be better than the quality of its teachers, nor can a country be better than the quality of its education."** This demonstrates the prominence of effective and professional teacher management in consolidating and revamping the education and training system to ably address the country's development challenges.

1.5 The National Teacher Policy Implementation Standards have been formulated as nationally consistent professional benchmarks of achievement for all teachers in public and private educational institutions by the Minister of Education and Sports.

1.6 The Standards aim at setting clear professional expectations about what knowledge, attitude, values and skills a teacher should have, based on the National Teacher Policy. Educational institutions are required to report periodically to the Ministry of Education and Sports (MoES) on performance of respective institutions and teachers in relation to the National Teacher Policy Implementation Standards.

2.0 Why the National Teacher Policy Implementation Standards

2.1 The National Teacher Policy Implementation Standards are intended to:

2.1.1 Uplift educational achievement in Uganda: The policy implementation standards will enable education institutions, managers and parents to identify and support low achieving teachers. However, the National Teacher Policy Implementation Standards by themselves will not raise educational achievement; it is rather the commitment, effort and resources invested in teachers that will raise professionalism of teachers. To achieve the National Teacher Policy objectives, educational institutions and teachers will need professional development assistance and support that may not be currently adequately provided for.

2.1.2 Provide consistent benchmarks against which teachers' performance can be measured: Education institutions and stakeholders will be required to use the same parameters in assessing teacher professionalism and practices. The Ministry of Education and Sports expects all teachers and educational institutions to set apt expectations for performance and professionalism in line with these Policy Implementation Standards.

2.1.3 Address inconsistency in policy implementation: The NTP standards provide a system where teacher professionalism and performance can be compared across educational institutions using the same measure, regardless of what assessment methods one uses or the particular education institution a teacher is deployed to.

2.1.4 Inform the NTP Implementation Guidelines: The policy implementation standards will inform the process of developing the NTP policy implementation guidelines. Guidelines in public policy denote general statements, recommendations or administrative instructions designed to achieve the policy's objective by providing a framework within which various stakeholders implement the policy.

2.1.5 Generate Coherence, Capacity Building and Changed Practices: The policy implementation standards will create a coherent policy system for Ugandan Educators, build the capacity of local leaders to shape and interpret teacher related policies and accordingly influence both school and classroom practices.

2.1.6 Increase the teachers' understanding and participation in policy implementation: The NTP implementation standards will ensure that all teachers understand the relevant policy initiatives and practices and increase direct participation of all the teachers in the appropriate policy implementation strategies. The NTP implementation standards at the same time will help to develop education leadership at both the local and national levels among teachers and their support providers.

3.0 Principles Underpinning the Policy Implementation Standards

3.1 The National Teacher Policy Implementation Standards speak to the needs of the Ugandan education system. They draw on our constitutional obligations, our experiences and best practices along with local and international benchmarks.

3.2 In formulating these NTP Implementation Standards, reference and consideration was made to the **Key Principles of the NTP** namely:

(a) Professionalism
(b) Effectiveness
(c) Accountability
(d) Innovation and Creativity
(e) Efficiency

3.3 **Consistency with the Norms and Standards for Educators:** These require every teacher to be a:

(a) Specialist in a particular learning area, subject or level;
(b) Specialist in teaching and learning;
(c) Specialist in assessment;
(d) Specialist in curriculum development;
(e) Leader, administrator and manager;
(f) Scholar and lifelong learner; and
(g) Professional who plays a community, citizenship, and pastoral role.

3.4 **Teachers as Drivers of Quality Education:** The Policy Implementation Standards are underpinned by the belief that teachers are the essential drivers of a quality education system. Evidence shows that development of teachers is best done when teachers themselves are integrally involved in it, reflecting on their own practices; when there is a strong school-based component; and when activities are well coordinated.

3.5 **Self-regulation:** It is the responsibility of teachers themselves, guided by their own professional body, the National Teacher Council (NTC), to take charge of their self-development by identifying the areas in which they wish to grow professionally, and to use all the available opportunities for this purpose, as provided for in the National Teacher Policy and the Policy Implementation Standards.

4.0 The Policy Implementation Instruments

4.1 Policy instruments are important tools that are used by Government in communicating and helping; the affected individuals and groups, interest groups and opposition parties to understand their individual and institutional policy obligations, including what is mandatory and what is not when interpreting and implementing official public policy. Most policy adversaries often attempt to influence policy implementation.

4.2 There is an unspoken assumption that once a policy has been formulated and approved by Cabinet, the policy will inevitably be implemented. This assumption is flawed because policies approved by Cabinet are usually broad and devoid of detailed standards and guidelines to guide actual implementation process. Accordingly, most technical staff indeed lack the capacity to implement them.

4.3 Therefore, policy instruments provide a clear and consistent governing framework for issuing government direction and supporting advice.

4.4 Policy instruments are either directional or supporting in nature.

4.4.1 **Directional Policy Instruments:** These define the policy and strategic direction of Government and are mandatory. The instruments provide direction for all the institutions and stakeholders to achieve the priorities of Government for the benefit of all citizens. Examples include frameworks and methodologies if expressly stated in the relevant policy, the position paper on an issue and policy implementation standards.

4.4.2 **Supporting Policy Instruments:** These are designed to assist all institutions and stakeholders in the implementation of Government policies, strategies and standards but are not necessarily mandatory. Examples include frameworks, guidelines, templates, and methodologies.

4.5 **Directional Policy Instruments include:**

4.5.1 **Government Policy:** This means a formal, high level statement with broad application throughout the country. Policies state the required actions, and may include linkages to standards or procedures. The key policy attributes include the following among others: (a) policies require compliance (mandatory); (b) failure to comply with the policy results in disciplinary action; (c) policies focus on the desired results and not the means of implementation; and (d) policies are further defined by policy implementation standards, procedures and guidelines.

4.5.2 **Framework:** This is a document that sets out a basic structure underlying a system or concept in a specific topic area. Generally, a framework provides the reader with detailed information, consistent approaches, defined best practice processes, and guidance for decision-making and implementation. For instance, the Qualifications and Quality Assurance Frameworks. Frameworks provide readers with a common view point of a specific topic area.

4.5.3 Standards: These are mandatory actions or rules designed to support and conform to a policy. A standard should make a policy more meaningful and effective. Standards are generally mandated through a policy and set out a range of mandatory, recommended elements and guidelines in a particular area, for instance, the National Teacher Policy Implementation Standards. The wording used in Policy Implementation Standards is such that the intention is clear. Thus, the use of words such as; *must, shall*, and *will* imply firm requirements by Government.

4.6 Supporting Policy Instruments

4.6.1 Policy Implementation Guidelines:

(a) Policy Implementation Guidelines imply general recommendations, statements, or administrative instructions designed to achieve the policy's objectives by providing a framework for implementation procedures.

(b) Guidelines can change frequently based on the environment and context and should be reviewed more frequently than standards and policies. Guidelines are not mandatory, but rather are suggestions of best practice.

(c) The guidelines provide tips, advice and information on the recommended practices for a given policy area and how to implement them.

(d) They are intended to help Government bodies understand the appropriate approach to addressing a particular policy issue or doing a particular task.

(e) The wording used in policy guidelines viz.; may, should, ought to, could and can normally imply that there is some discretion by the person using the guidelines to support implementation.

4.6.2 Policy Implementation Procedures

(a) The Policy Implementation Procedures are the operational processes necessary to implement institutional policy and describe the process of:

(i) Who does what,

(ii) When do they do it, and;

(iii) Under what criteria.

(b) A Policy Implementation procedure may integrate:

(i) A series of steps taken to accomplish an end goal;

(ii) Define how to implement specific policy actions and

(iii) Specify the structure to enforce the policy and provide a quick reference in times of crisis.

(c) Procedures therefore represent steps for the implementation of policy and can be text based or outlined in a process map.

(d) All procedural steps should be set out in clear and plain English.

(e) Policy implementation procedures like guidelines should be reviewed periodically to take into account dynamic realities.

5.0 Application of the Policy Implementation Standards

5.1 These NTP Implementation standards will apply to all pre-service and in-service teaching personnel and other stakeholders involved in teacher management.

5.2 All teachers and teacher trainees as well as teacher trainers will follow these NTP Implementation standards in the execution of their respective mandates and obligations.

5.3 These standards shall be considered and interpreted in line with provisions of the NTP and Policy Implementation Guidelines.

5.4 The NTP Implementation standards are accordingly a complimentary resource to enable full internalisation and operationalisation of the National Teacher Policy.

5.5 A National Teachers' Council (NTC) shall be established to regulate the teaching profession. It will also, perform other functions as stipulated in the NTP implementation standards and guidelines in line with the transitional arrangements.

5.6 The Uganda National Institute for Teacher Education shall be established to coordinate and provide teacher education at all levels ranging from initial Teacher Training to Graduate Training and CPDs as per the NTP implementation standards, guidelines and transitional arrangements captured in 8.0 of these standards.

6.0 Commencement date for the NTP Implementation Standards

6.1 These National Teacher Policy, NTP Implementation Standards and the NTP Implementation Guidelines shall come into force on this 5th day of October 2019.

6.2 Notwithstanding the provisions of paragraph 6.1 above, some aspects of the NTP Policy Implementation Standards will be effective upon finalisation of the necessary legal and institutional instruments as stated in the transitional arrangements section 8 of these very NTP policy implementation standards respectively.

7.0 The National Teacher Policy Implementation Standards

In this section, twelve (12) NTP Implementation Standards are presented as mandatory for all the members of the teaching profession and stakeholders in the Education Sector. The NTP Implementation Standards are derived from the teacher policy requirements and shall, also determine the measurable policy actions.

7.1 Admission and Enrolment of Quality Trainees

7.1.1 In order to admit quality trainees with the ideal profile to join the teaching profession, the standards outlined below must be followed:

(a) The trainees must meet the minimum academic requirements as periodically guided by the Ministry responsible for Education.

(b) The trainees must possess the right balance of the aptitude and attitude required of an effective and professional teacher.

(c) In addition, the criteria listed below shall, if necessary be applied during selection:

(i) Nationally standardised examinations but institutionally administered and marked,

(ii) Classroom simulations,

(iii) Interviews with panels of experts,

(iv) Prior teaching experience where applicable, and

(v) Personality Tests and Vocational Fit Assessments.

(d) The selection processes of candidates must be objective and equitable with strict criteria consistent with the global best practices in the teaching profession.

(e) The selection process of candidates shall be decentralised to the Teacher Training Institutions and must strictly follow the above standards.

7.2 Initial Teacher Preparation and Accreditation

7.2.1 All the Initial Teacher Training Programmes (ITTPs) for the trainees shall be based on one's specialisation in subject areas and the preferred level of education as periodically guided by the National Teacher Council (NTC).

7.2.2 The curricula for ITTPs shall be regularly reviewed to meet the dynamic needs and contextual aspirations of the teaching profession.

7.2.3 The minimum qualification for all teachers in Uganda regardless of the level of education they teach, shall be a Bachelor's Degree in Education or a Bachelor's Degree with a Post-Graduate qualification in education.

7.2.4 The Uganda National Institute for Teacher Education (UNITE) shall be established as an Autonomous Organisation to coordinate and provide all levels of teacher education ranging from Initial Teacher Training to Graduate Training and CPDs. This shall be in line with paragraphs 6.3 (e) and 7.2.13 (a) and (b) of the National Teacher Policy. The UNITE shall be established using existing infrastructure. One of the existing Primary Teachers Colleges(PTCs) shall be turned into UNITE.

7.2.5 All teacher training institutions must have demonstration schools in line with their respective fields of teaching, subjects and levels of specialisation accordingly. This shall be done by converting nearby schools into demonstration schools.

7.2.6 All persons whose teacher training and qualifications were done outside Uganda shall produce a certificate of equivalence from the mandated Government body before they can be registered, enrolled and allowed to practice teaching.

7.2.7 Quality Initial Teacher Education (ITE) programmes are critical to effective teacher preparation. Therefore, all ITE programmes shall:

(a) Be holistic, and include both professional studies and specialised content and knowledge training, with a substantial focus on the research-informed pedagogy.

(b) Focus on a mix of content, pedagogy, technology and soft skills as part of the curricula. This shall include adapting to emerging trends and the 21st century learning competences.

(c) Integrate theory and practice effectively,

(d) Facilitate the growth of strong learning communities through CPDs,

(e) Incorporate mentoring and feedback mechanisms, generated through:

(i) Formal supervision reports of graduate practicum programmes and experiences and

(ii) Formal Mentor-Mentee Relationships reports.

7.2.8 A Person with a Bachelor's degree, shall be eligible to join the teaching profession if such a person **either** has two teaching subjects **or** a double main subject including ICT and has completed a Post Graduate Diploma in Education from an institution accredited by UNITE.

7.3 Remuneration and Incentives for Teachers

7.3.1 In order to minimise the negative perceptions on the teaching profession in relation to salaries, professional image, working environment and career prospects, all Education and Sports sector stakeholders shall:

(a) Ensure that teachers receive competitive remuneration (appropriate and benchmarked) subject to availability of resources.

(b) Provide appointment letters to teachers detailing terms and conditions of employment as well as any other necessary instruments.

(c) All teachers recruited by private education institutions shall be offered contracts for a duration of at least two years.

(d) Offer appropriate incentives for the best teachers through built-in merit increments.

(e) Employ a range of related incentives namely;

(i) Providing to deserving teachers both the performance and retention bonuses subject to satisfactory performance and availability of funds,

(ii) Provision to deserving teachers allowances for the extra duties done and any other commensurate benefits subject to satisfactory performance and availability of funds,

(iii) Provide paid leave for teachers where possible, in order not to disadvantage themas they undertake both professional and personal career growth. This should be in line with standard 7.4 below.

(f) Increase remuneration over time based on the:

(i) Academic Qualifications

(ii) Experience,

(iii) Satisfactory Performance, and

(iv) Availability of resources

(g) Develop and Avail A Salary/Pay Grid to All Stakeholders Providing For;

(i) Years of experience

(ii) Performance targets and

(iii) Qualification categories (Certificate, Diploma, Degree and Post Graduate).

(h) Provide non-financial incentives for retaining teachers, such as:

(i) Subsidising further education if resources permit,

(ii) Providing sabbatical leave opportunities for longer-serving teachers and

(iii) Staff housing, health insurance, among others.

7.4 Career Development Pathways for Teachers

7.4.1 The creation of professional pathways to provide opportunities for career progression and talent allocation shall be as follows:

(a) Three career pathways that signal expert authority amongst teachers shall be introduced namely the:

(i) **Teaching pathway** for those focused on classroom teaching excellence and with passion to work in the classroom,

(ii) **Specialist pathway** for those inclined and with interest to work in curriculum development, inspection, research, consultancy, guidance and counseling, sports and recreational studies, special needs education, among others.

(iii) **Leadership pathway** for those focused on leadership and management with aspiration for effective leadership and management of educational institutions.

(b) All teachers shall be enrolled on the roll of teachers by the National Teacher Council and the enrolled teacher may choose which of the three career pathways to belong to

and grow through the ladder as per the detailed Scheme of service.

(c) The National Teacher Council shall maintain a roll of all teachers and a register of teachers for each career path.

(d) The current practice where all Pre-Primary and Primary teachers are generalist is abolished in line with these standards.

7.5 Professional Development and Continuous Learning

7.5.1 All Teachers Must Always Keep Up-To-Date with New Knowledge, skills and teaching practices through Continuous Professional Development (CPD).

7.5.2 All CPD programs shall be approved by the National Teacher Council before they are offered to teachers.

7.5.3 All managers and leaders of educational institutions shall provide adequate support (resources) to all teachers to meet their CPD needs at different stages of their careers.

7.5.4 To improve teaching practices and learning outcomes, all recognised Professional Teacher Associations and education institutions that are accredited by the UNITE shall deliver CPDs at different levels through:

(a) Professional seminars, workshops and conferences,

(b) Comprehensive induction and mentoring programmes,

(c) Study groups,

(d) Relevant educational research publications and engagement,

(e) Collaborative teacher networks,

(f) Active teaching and learning,

(g) Offshore and local study visits,

(h) Participation in professional learning communities, and

(i) Undertaking projects to improve student learning, among others.

7.5.5 All teachers and educational institutions must set aside a substantial portion of time for Continuous Professional Development.

7.5.6 To practice in any of the three career pathways, one must possess a valid practicing certificate issued and renewed every two years by the National Teacher Council.

7.5.7 Attendance, participation and other conditions relating to Continuous Professional Development are key pre-requisites for one to periodically renew their practicing certificate as teachers.

7.5.8 All teachers and educational managers shall undergo mandatory probation and induction training on assumption of duty except those with evidence indicating they have previously served probation by an accredited employer.

7.6 Accountability and Performance Management of Teachers

7.6.1 To improve on accountability and performance of teachers, there will be mandatory teacher evaluation focusing on both teacher accountability and performance using a clear set of standard tools at all levels by respective managers and decision makers. These shall include

the following, among others:

(a) Performance Appraisal;

(b) Classroom observations by peers and senior teachers;

(c) Interviews/dialogue sessions;

(d) Keeping portfolios;

(e) Individual goal-setting and self-evaluation;

(f) Broader evidence of student learning and development;

(g) Data on student learning; and,

(h) Feedback from the various stakeholders, including learners, parents, foundation bodies and community members.

7.6.2 An Enhanced Performance Management System (EPMS) with innovative creation of an integrated system shall be introduced to track and document the annual cycle of self-assessment, mid-year review and annual evaluation of teachers and educational institutions leaders at all levels by respective managers and decision makers.

7.6.3 All teachers and educational managers must adopt and subscribe to the processes and procedures of the official Teacher Management Information System (TMIS).

7.7 Institutional Leadership and Management

7.7.1 Effective leadership and management of educational institutions plays a critical role in transforming the environment in which teachers and learners function. Thus, the Appointing Authority shall:

(a) Appoint the required staff as per the establishment requirements of respective education institutions;

(b) Select competent and effective leaders and managers based on an objective, merit-based, equitable and transparent criteria;

(c) Develop, document, and promote evidence-based leadership programmes and institutional leadership practices that are effective to guide future educational management.

(d) Ensure that all leaders and managers undertake a compulsory training in educational leadership - the Educational Leadership Programme.

7.7.2 Education institutions shall:

(a) Have succession plans with objective criteria for identification of leaders and managers with the right aptitude and attitude who can be given leadership and management roles progressively, so as to reduce on the leadership and management vacuum.

(b) Ensure that all education institution's leaders and managers are effectively trained to handle policy implementation, stakeholder consultation and effective public engagement.

(c) Ensure that all heads of institutions have the required experience and qualifications before they can be appointed to such leadership positions.

(d) For one to head an education institution, such a person shall be appointed by the appointing authority as a substantive head. In case of a vacancy, the appointing authority shall fill the position within 12 months.

7.8 Teacher Symbolism

7.8.1 In order to promote a positive image of the teaching profession and improve on teacher symbolism, respective stakeholders in education shall subject to availability of resources:

(a) Promote a culture of respect and appreciation for teachers,

(b) Give professional autonomy to teachers,

(c) Publicise quality-driven recruitment, selection criteria and training of teachers,

(d) Adhere to the standard workload and the general working environment,

(e) Give both local and national recognition to proficient teachers, and

(f) Brand and market the teaching profession to make it attractive.

7.8.2 All teachers shall uphold and maintain teacher symbolism and shall not engage in any conduct or behavior that demeans the image of the profession.

7.9 Teacher Policy Integration, Alignment and Coherence

7.9.1 To achieve integration, alignment and coherence in policy implementation:

(i) All key institutions and structures that are necessary for realization of the NTP goals and objectives, including, but not limited to; the National Teachers Council and the Uganda National Institute for Teacher Education (UNITE) shall be established.

(ii) Ministries, Departments and Agencies (MDAs) and institutions such as Teacher Unions and Associations that advance goals and objectives of the NTP shall be recognised and strengthened.

(iii) The Ministry of Education and Sports shall collaborate with all stakeholders, including Education Development Partners (EDPs), Foundation bodies, Civil Society Organizations (CSOs), recognised Teachers' Unions and Associations, among others, in the implementation of the National Teacher Policy.

7.10 Integration of Appropriate 21st Century Skills

7.10.1 In a rapidly changing world, teachers need to be cognizant of evolving nature of knowledge, practices, limted resources, learning and environment and their effects on the teaching profession. That not withstanding:

(a) Teachers shall be equipped with skills to take on new roles such as being lifelong learners, facilitators of learning and designers of the learning environment and mentors.

(b) Teachers must embrace new pedagogies and transform pedagogical practices, for example, to account for new ways in which learners acquire and use information through technology.

(c) Teachers must appreciate their role in demonstrating 21st century competencies including communication, problem solving and critical thinking, collaboration, creativity and risk taking, digital literacy.

(d) Teachers must play a critical role in helping students build character and inculcate values.

(e) Teachers shall embrace new technologies to transform learning experiences and practices.

7.11 Teacher Professional Conduct

7.11.1 When there are allegations of teacher professional misconduct, relevant authorities shall resolve the disputes in a prescribed manner and period of time.

7.11.2 In order to address disciplinary procedure gaps resulting from unclear and subjective allegations, clear procedural steps and timelines shall be adhered to.

7.11.3 There shall be respect for principles of natural justice to ensure that the disciplinary process is both fair and efficient.

7.12 Educational Institution Inspection Standards

7.12.1 Managers and teachers shall be the first line inspectors in all education institutions.

7.12.2 Central and Local government staff shall observe and maintain the highest-level professional conduct in execution of their duties

7.12.3 All teachers shall have a duty to comply with the inspection requirements as guided by both internal and external education managers.

7.12.4 The standards on inspections shall apply to both public and private educational institutions.

7.12.5 Inspectors of educational institutions at all levels shall observe and maintain the highest level of integrity, objectivity and conduct while executing their duties.

7.13 General Standards.

7.13.1 Nothwithstanding these specific standards, Government through the Minister responsible for Education, may suspend the application of any of these standards in consultation with the Permanent Secretary, NTC and UNITE as the case may be for the good of the profession and the country.

7.13.2 The Minister may, in consultation with the Permanent Secretary, NTC and UNITE, introduce a new standard or standards where necessary to enable achievement of the NTP goals and objectives as the case may be for the good of the profession and the country.

7.13.3 Any new standards introduced after the commencement date will be read as part of these standards. Similarly, where any of the standards is suspended in line with paragraph 7.13.1 above, the suspension will not invalidate the unaffected standards unless expressly stated so.

7.13.4 The general provisions in 7.13 above will be effective after operationalisation of paragraph 8.2 of the Transitional Arrangements of the NTP Implementation Standards.

7.13.5 These standards can only be altered by the Minister responsible for Education in line with the procedure and criteria outlined in 7.13.1, 7.13.2 and 7.13.3 respectively.

8.0 Transitional Arrangements

8.1 Transitional means that relating to a change, or a process of change, from one form or type to another system. Therefore, this section outlines the safeguards necessary for effective transition to the realities of implementation of the National Teacher policy.

8.2 Effective implementation of the National Teacher Policy shall be supported by the law for the teaching profession. The same law will establish the relevant institutions created under the policy: - the NTC and the Uganda Institute for Teacher Education (UNITE).

8.3 All Grade III Certificate and Grade V Diploma training courses for teachers are phased out. However, those who are already doing these courses shall complete their academic programmes within a period of 10 years. All teachers shall be university graduates with a Bachelor of Education Degree but specialising in either; pre-primary; primary education, lower secondary or Higher secondary education and Tertiary education. The 10 year period is provided to ensure that the current students admitted in National Techer Colleges and Primary Teacher Colleges have adequate time to adjust to the requirements of the NTP Standards and also to ensure that they are not disadvantaged by the NTP.

8.4 All Admissions to Bachelor of Education degree Programmes will be after Uganda Advanced Certificate of Education (UACE)or its equivalent. This will be effective from 2021. The additional time provided is to give enough time for all stakeholders to prepare for this transition.

8.5 Admission of students after UCE to all PTCs is suspended effective 2021. In the same way, All PTCs and National Teacher Colleges shall be attached to UNITE as a Degree awarding instituiton to offer **ONLY** Bachelor of Education Degree programmes.

8.6 All serving and prospective education managers at institutional, Local Government and national levels shall have a maximum grace period of three years within which to acquire a post graduate training in Educational Leadership and Management.

8.7 All teachers shall progressively move towards acquisition of graduate training and will specialize under respective categories namely; pre-primary, primary, and secondary. Consequently, the current Grade III and V teachers in the system will be supported to acquire graduate training subject to availability of funds. Fresh recruitment and deployment of teachers should target graduate teachers at all levels of education.

8.8 The Ministry responsible for Education will develop the; NTP Implementation Procedures, Exemplar Forms and Templates to give effect the provisions of the NTP, the Policy Implementation Standards and the Policy Implementation Guidelines which shall be read together with the relevant documents.

8.9 The National Teacher Council or the respective Educational Institution in consultation with the Ministry responsible for education shall develop the Implementation Procedures, Exemplar Forms and Templates in line with their policy and legal mandates so as to give effect the provisions of the NTP, the Teacher Policy Implementation Standards and the Teacher Policy Implementation Guidelines.

8.10 All the policy instruments namely the; NTP, NTP Implementation Standards, Guidelines, Procedures and Baseline findings shall be read together with the relevant documents regarding the teaching profession whether these are legal or adminstrative in nature.

Glossary of Key Terms

Accreditation: Accreditation is the process in which certification of competency, authority, or credibility is presented. It also implies the fact of being officially recognized, accepted, or approved of, or the act of officially recognizing, accepting, or approving of something.

Appointing Authority: Means any official or group of officials of the employer having legally designated powers of appointment, employment, or removal therefrom for a specific department, division, or other agency of this employer.

Aptitude: Means inherent or acquired ability; or the ease in learning or understanding; intelligence or the condition or quality of being apt. It therefore refers to competence to do certain work at a certain level depending on your prior knowledge or training.

Attitude: Refers to a psychological construct, mental and emotional entity that characterises a person usually in terms of response that is positively or negatively.

Career Development Pathways: Refers to majoring in specific education fields after being registered as a teacher for instance education leadership, curriculum development among others.

Certificate of Equivalence: Denotes a legal form and document issues by a recognized body or institution to a person for the sake of equating and recognizing his/her professional and academic qualifications by the various institutions from within and outside Uganda so that they are equal or interchangeable in value and significance, or have the same or a similar effect or meaning.

Continuous Professional Development: This refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. It involves maintaining and enhancing the knowledge, skills and experience related to your professional activities following completion of your formal training.

Demonstration Schools: This refers to all education institutions which are attached to teacher training institutions for purposes of facilitating practicum training for trainees. They include ECCE centers, primary schools, secondary schools and colleges as well as other institutions that facilitate practicum training for teacher trainees.

Foundation Body: Means an individual or group or organization which founds and manages an education institution.

Implementation Guidelines: These are general statements, recommendations, or administrative instructions designed to achieve the policy's objectives by providing a framework for implementation procedures.

Inspection: Critical appraisal involving examination, measurement, testing, gauging, and comparison of materials or items. An inspection determines if the material or item is in proper quantity and condition, and if it conforms to the applicable or specified requirements.

Policies Implementation Standards: Policies provide general direction; standards establish specific required criteria and measures of comparison. Standards are measurable and describe the path to a desired outcome. There are two basic types of standards: (i) **A**

performance standard: defines a result, but allows total flexibility on how that result is achieved and (ii) **A prescriptive standard:** defines exactly what must be achieved with little or no flexibility.

Pre-primary: The initial stage of organised instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere.

Procedures: Procedures, guidelines or manuals establish specific operational steps or methods that must be followed to achieve a certain objective or result in support of a policy. These describe the steps to follow to efficiently and effectively complete assigned tasks. They describe how to do something, not just what must be done.

Relevant Authority: Means any Government, Statutory, Public or Other Authority or Body having jurisdiction over the matter or a thing relating to its mandate.

Teacher Accountability: Accountability is defined as responsibility to someone or for some activity. When considering a teacher's accountability, we relate it to the teacher's responsibility for their students and their learning progress.

Teacher Policy Baseline: A baseline is a fixed point of reference that is used for comparison purposes. A baseline is also a usually initial set of critical observations or data used for comparison or a control. It is simply a starting point. A baseline assessment provides information on the situation the teacher policy aims to change. It provides a critical reference point for assessing changes and impact, as it establishes a basis for comparing the situation before and after an intervention- the National Teacher Policy, and for making inferences as to the effectiveness of the teacher policy.

Policy Implementation Standards: Standards refer to compulsory and mandatory requirements or actions designed to support and conform to the policy. They provide a course of action and specify uniform methods of support for all policy interventions by all stakeholders. The standards are meant to make the national teacher policy more meaningful and effective. In addition, the standards include one or more of the accepted best practices.

Teacher Professionalism: Denotes the conduct, aims, or qualities that characterise or mark a profession or the following of a profession (such as teaching) for gain or livelihood.

Teacher Symbolism: Means the practice or art of addressing situational and social challenges, in and out of the classroom, in the educational landscape to shape the identity of teachers. It focuses on addressing the circumstances that teachers face, which are way out of their personal control, particularly: poverty, drugs parental disengagement, hunger, HIV/AIDS and social and cultural systems in the education al environment.

Teacher: Denotes a person who has successfully completed a course of training approved by the Ministry responsible for education and has been entered on the register of teachers. Teachers help learners to acquire knowledge, competences or values

Teachers Categories: There are three main types of teachers namely; (a) **The explainer** is good at: (i) explaining grammar or vocabulary and (ii) entertaining the students with presentations. In other words, the explainer knows the subject matter well. (b) **The involver** is good at: (i) involving the students in the learning process through tasks and (ii) using a variety of different techniques and activities to help students learn. In other words, the involver

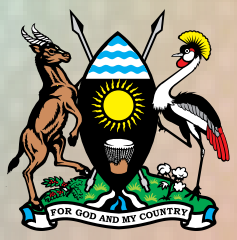
knows the subject matter and methodology well. (c) **The enabler** is good at: (i) creating the conditions where students do the learning and (ii) planning around the learners so that the teacher becomes less visible – the students and their learning are the main focus. In other words, the enabler knows the subject matter, methodology and the learners well.

Teachers Professional Misconduct: Denotes the behaviour outside the bounds of what is considered acceptable or worthy of its membership by the Governing Body of a teaching profession. Thus, Professional misconduct of an educator includes any behavior that breaches the employment contract, such as: Teaching a subject for which one was NOT hired, during school hours; Depending on the subject, teaching against curriculum, or not teaching to grade level; Using school facilities, resources, and students for financial gain. Like, selling private tutoring services to your own students; Helping students cheat on standardised tests; Not reporting suspected child abuse to authorities and Moral misconduct, such as child abuse among others.

Teachers' Associations: Means **organisations** of teachers or **teaching** professionals who work to protect their rights and interests.

Teachers' Performance: Means the accomplishment of given tasks by teachers or **teaching** professionals measured against preset known standards of accuracy, completeness, cost, and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.

Teacher Evaluation: Means a systematic procedure for reviewing the performance of a teacher in a classroom and analysing the review to provide constructive feedback for the teacher's professional growth.



The Republic of Uganda

MINISTRY OF EDUCATION AND SPORTS

THE NATIONAL TEACHER POLICY

IMPLEMENTATION GUIDELINES

Ministry of Education and Sports
P.O. Box 7063
Kampala

2019

Foreword

The office of the Permanent Secretary is under Article 174(3) (c) of the Constitution of the Republic of Uganda mandated to implement policies of the Government of Uganda. Following the approval of the National Teacher Policy by Cabinet on 1st April 2019, I am invoking my constitutional mandate to issue these policy implementation guidelines to guide and support effective implementation of the National Teacher Policy and professionalisation of the teaching profession as directed by Cabinet.

Also, I reiterate that these Policy Implementation Guidelines are issued in line with Clause (i) of the National Objectives and Directive Principles of State Policy in the Constitution of the Republic of Uganda 1995 as amended, which bind all Organs and Agencies of the State, all Citizens, Organisations and Other Bodies and Persons, in taking and implementing any policy decisions for the establishment and promotion of a just, free and democratic society. Therefore, it is a duty of every stakeholder concerned to implement the decisions of Government.

The implementation guidelines provide a framework for all stakeholders to consider when implementing the National Teacher Policy (NTP). These guidelines provide detailed and elaborate guidance on implementation of all aspects of the NTP. The Policy Implementation Guidelines are a result of a consultative process undertaken by the Ministry of Education and Sports with key stakeholders to ensure that the NTP is implemented effectively and consistently in line with the NTP objectives.

These comprehensive Policy Implementation Guidelines are a tool for implementation at both the Central and Local Government levels. The Implementation guidelines are meant to give direction to the implementation process of the National Teacher Policy and are to be used in line with the National Teacher Policy and the Policy Implementation Standards. Nevertheless, the use of these guidelines must also be in line with other relevant policy and legal instruments.

That notwithstanding, in respect to the National Teacher Policy, any action outside the policy, implementation standards and guidelines is not acceptable and may attract legal and administrative sanctions as the case may be. These policy guidelines are a reference point for all stakeholders in the implementation of the National Teacher Policy.

Therefore, I appeal to all stakeholders in the Education and Sports Sector to receive, read and understand these policy implementation guidelines in support of achieving the overall objectives of the National Teacher Policy.

Finally, I am handing over these Policy Implementation Guidelines to the Commissioner - Teacher Instructor Education and Training (C/TIET) who must ensure that all stakeholders apply them in handling teacher management issues in line with the National Teacher Policy and other relevant laws.

Alex Kakooza
PERMANENT SECRETARY

Acknowledgement

The development of the National Teacher Policy has been a long collaborative process. It involved consultations with key stakeholders who made valuable contributions to the development of the policy. A lot of research and analysis of documents was done to ensure that the policy is evidence based focusing on real issues. After Cabinet approval of the National Teacher Policy on 1st April, 2019, it necessitated the development of the National Teacher Policy Implementation Standards, Guidelines and Procedures to provide guidance to all stakeholders on aspects of effective policy implementation process.

On my behalf and on behalf of the Permanent Secretary/Ministry of Education and Sports (MoES), I wish to extend my gratitude to members of the technical and implementation teams selected by the Permanent Secretary for their valuable contributions to the process of developing the National Teacher Policy implementation guidelines.

I also thank the Permanent Secretary for the technical and financial support extended to the Department of Teacher Instructor Education Training (TIET) during the development of this Policy. In addition, I convey special thanks to the Policy Analysis Division of the Ministry of Education and Sports for all the technical support and effort to the National Teacher Policy development process. Similarly, I thank the Department of TIET working with all stakeholders and providing all the information to ensure successful conclusion of this process.

Special thanks go to the political leadership namely; the Minister of Education and Sports and First Lady - Hon. Janet Kataaha Museveni; the Minister of State for Higher Education - Hon. John Chrysostom Muyingo; the Minister of State for Primary Education - Hon. Rosemary Nansubuga Seninde; and the Minister of State for Sports - Hon. Charles Bakabulindi for their policy guidance and support during the process of developing the National Teacher Policy and its supporting instruments namely; the policy implementation standards, guidelines and procedures.

Finally, as I receive these policy instruments, Viz. policy implementation standards, guidelines and procedures from the Permanent Secretary, allow me underline the following: I receive these instruments on behalf of all stakeholders with a role in the implementation of the NTP; the received policy implementation instruments are intended to reform the teaching profession; these policy and legal reforms inevitably have winners and losers; the policy implementation standards, guidelines and procedures bind all the teachers and stakeholders in the Education and Sports sector in guiding what we do in respect to teacher management issues; all the actions in the NTP and Policy implementation standards are mandatory; and, finally, implementation of some policy reform actions is immediate while for others implementation is in future consistent with the transition arrangements in the policy standards.

I call upon all of you to support the teaching profession.

Dr. Jane Egau Okou

COMMISSIONER/TEACHER INSTRUCTOR EDUCATION AND TRAINING

Acronyms

BoGs	-	Boards of Governors
CMC	-	Centre Management Committee
COUPSTA	-	Coalition of Uganda Private School Teachers Association
CPD	-	Continuous Professional Development
CSO	-	Civil Society Organization
DEOs	-	District Education Officers
FENEI	-	Federation of Non-state Education Institutions
GWPE	-	Government White Paper on Education
ICT	-	Information and Communication Technology
ITE	-	Initial Teacher Education
MEO	-	Municipal Education Officer
MDAs	-	Ministries, Departments and Agencies
MoES	-	Ministry of Education and Sports
NCDC	-	National Curriculum Development Centre
NCHE	-	National Council for Higher Education
NTC	-	National Teacher Council
NTP	-	National Teacher Policy
PTC	-	Primary Teachers College
SMCs	-	School Management Committees
TIET	-	Teacher Instructor Education and Training
TIF	-	Teacher Incentive Framework
UNATU	-	Uganda National Teachers Union
UNITE	-	Uganda National Institute of Teacher Education
UOTIA	-	Universities and Other Tertiary Institutions Act

1.0 Introduction

The success of any adopted policy depends on how successfully it is implemented. One of the reasons for policy implementation failure in Uganda is lack of policy implementation guidelines for the adopted policies. Policy implementation encompasses all actions by stakeholders that are directed at the achievement of objectives set forth in prior policy decisions. These implementation guidelines provide details on how participating stakeholders will put the interventions into practice. All stakeholders will implement the National Teacher Policy using these implementation guidelines. The guidelines will support the policy and standards and are designed to simplify the approach to teacher management.

1.1 The policy implementation guidelines are designed to promote best practices in policy development. They also provide guidance, support course of action and offer practical demonstration of how relevant stakeholders will implement the policy actions and strategies. These guidelines should be read in conjunction with the policy and policy standards. They outline how the policy and standards will be implemented in order to achieve the policy objectives.

1.2 Teachers are the single most crucial ingredient to any sustainable, credible and quality education and training system as expounded by Henry Brooks Adams (1838 – 1918) who noted that *"Teachers affect eternity; no one can tell where their influence stops"*.

1.3 In an endeavor to streamline and sustainably address teacher – related challenges, Government approved a National Teacher Policy. This Policy provides a framework for streamlining, coordinating and mainstreaming interventions aimed at professionalizing the teaching profession in Uganda.

1.4 Therefore, these Policy Implementation Guidelines have been developed to guide the operational aspects of implementing the National Teacher Policy – which is the policy framework within which all teacher related aspects are addressed.

2.0 Background

2.1 Cabinet on 1st April 2019 considered and approved the National Teacher Policy. The National Teacher Policy provides a framework to: guide the professionalization of teachers; streamline interventions aimed at standardizing teacher related interventions at all levels of the education system; and also makes broad provisions to enable effective teacher utilization for the required improvements in learning outcomes.

2.2 In order to translate the broad provisions on the NTP into actionable interventions to regulate and guide the routine execution of the Policy, it is imperative that detailed and elaborate guidance on all aspects of the Policy are availed to the stakeholders in the education and sports sector. These guidelines are intended to enable interpretation of the NTP provisions and implementation standards accordingly.

3.0 Purpose of the NTP Implementation Guidelines

3.1 The purpose of these NTP Implementation Guidelines is to provide:

3.1.1 Information and advice for public authorities and other stakeholders to consider when implementing the policy requirements of the National Teacher policy and the Policy Standards accompanying it.

3.1.2 A framework for all stakeholders to consider when implementing the National Teacher Policy to ensure compliance with standards and give guidance for decision-making, and streamline processes.

3.1.3 Guidance on the elements of the policy for effective implementation. Also, promote efficiency, equity and accountability while minimising institutional risks in respect to teacher management issues.

3.1.4 Information communicating other mandatory obligations, which may be relevant in the context of the policy (e.g. relevant law), all educational institutions, departments and all stakeholders are strongly recommended to further investigate these obligations considering their own professional and operational requirements, and seek legal/expert advice where necessary.

4.0 Scope of the NTP Implementation Guidelines

4.1 The guidelines will apply to all teachers who are accredited and approved by the National Teachers Council as well as any other person as the NTC may determine. In addition, specific Policy interventions in the Policy will apply to all other relevant stakeholders including: higher institutions of learning; public and private school proprietors and managers; parents and other community members; Central and Local Government authorities; among others.

4.2 Some of the key stakeholders among others that the guidelines will target include: parents, education providers, education managers and agencies, the private sector, CSOs, development partners, Teacher Unions and Associations.

4.3 It is important to note that there is no single method for stakeholders to meet these policy standards. Each institution has its own individual profile, environment, strategies and objectives thus, the approach to meeting these policy standards will look very different. We expect that all stakeholders will take a creative and innovative approach to addressing these standards – with a strong focus on collaboration with other stakeholders to develop and implement shared solutions to common teacher management problems. For each policy standard we have provided suggested implementation approaches.

4.4 This document is applicable to all Education Sector authorities as defined under the relevant laws namely; the Universities and Other Tertiary Institutions Act (UOTIA), 2001; the Education (Pre-Primary, Primary and Post-Primary) Act, 2008; the National Curriculum Development Centre (NCDC) Act, Cap 135; the Local Government Act, Cap 243; and, the Uganda National Examinations Board Act, Cap 137, among others, and is targeted to those teachers with a specific responsibility for managing teacher records.

5.0 Application of the Guidelines

5.1 These guidelines will apply to all pre-service and in-service teaching personnel and other stakeholders involved in teacher management. All teachers and teacher trainees as well as teacher trainers will follow these guidelines in execution of their respective mandates.

5.2 These guidelines shall be considered and interpreted in line with provisions of the National teacher Policy and Policy Implementation Standards, and thus, they are a complimentary resource to enable full internalization and operationalization of the said Policy.

6.0 Commencement

6.1 These Policy Implementation Guidelines shall come into force on this 5th day of October, 2019.

6.2 Notwithstanding paragraph 6.1, some aspects of the Policy Implementation Guidelines will become effective upon finalization of the necessary legal and institutional instruments as stated in the transitional arrangements section of the policy implementation standards.

7.0 The NTP Implementation Guidelines

The NTP implementation guidelines will be aligned to the NTP implementation standards:

7.1 Admission and Enrolment of Quality Trainees to the Profession

7.1.1 Good Teachers have long-lasting impacts on the lives of students, and inspire students towards achieving long life learning outcomes. Teacher quality plays a crucial role in the quality of a student's education.

7.1.2 The selection of suitable candidates to join the teaching profession will be based on:

(a) Academic performance or proficiency test in the subjects of specialisation.

(b) In exceptional circumstances, where the candidate intending to join a profession does not meet the required standard as described above, the selection panel may consider the following:

(i) Classroom Simulations,

(ii) Interviews with Experienced Panels,

(iii) Prior Teaching Experience for licensed teachers

(iv) Vocational Fit Assessments.

(c) All persons intending to teach will be required to attend mandatory pedagogical / andragogical training before they are certified to teach.

7.1.3 Right Balance of Aptitude and Attitude:

(a) The admission bodies or agents may use different approaches by maintaining a high degree of strictness in the selection of candidates in order to get the best teachers to deliver education programmes. This will be aligned with the approved career path and scheme of service for teachers.

(b) A clear criterion will be agreed upon by all the key stakeholders in the admission process using key parameters as provided by the guidelines. Therefore, the following formula may apply in order to select the best candidates who will fall within the parameters:

(i) 60% - attitude and 40% - aptitude;

(ii) 55% - attitude and 45% - aptitude;

(iii) 50% - attitude and 50% - aptitude;

(iv) 45% - attitude and 55% - aptitude;

(v) 40% - attitude and 60% - aptitude.

(c) The procedure for arriving at suitable candidates with a right balance between attitude and aptitude will consider the above guidance.

(d) All training institutions will be required by UNITE to ensure quality candidates are admitted for the programmes based on a range of tools in line with the NTP Implementation standards. The National Teacher Council will periodically issue guidance in relation to the combination and test scores for the various tools as provided under section 01(b) of the NTP implementation standards.

(e) All education institutions will be required to select candidates based on objectivity and equity in line with NTP implementation standards and guidance of UNITE. The following considerations will apply to select good candidates to join the teaching profession so as to ensure equity:

(i) Gender;

(ii) Age appropriateness;

(iii) Religion;

(iv) Regional balance;

(v) Disability.

7.1.4 The selection of candidates to join training institutions is decentralized and institutions involved in initial teacher training education will form a panel of experts for handling issues of admission and enrolment.

7.1.5 A panel of experts will include relevant stakeholders from UNITE, NTC, the Ministry responsible for Education, Colleges of Education, Universities, and the respective foundation bodies.

7.2 Initial Teacher Preparation and Accreditation

7.2.1 **Early preparation and accreditation of programmes** is important for effective teaching. All programmes need to be prepared and accredited in line with NTP implementation standards. The following measures will apply to achieve this:

(a) **All** teacher training programmes will be required to have holistic and both general and specialized content knowledge training with substantial focus on research based on informed pedagogy.

(b) All teacher training programmes will follow curricula with mixed content bearing professional content, technology, soft skills and pedagogy.

7.2.2 Teachers will be required to integrate theory and practice effectively, and facilitate the growth of strong learning opportunities. In order to achieve this the following will be required or done:

(a) All educational institutions will be required to first employ teachers on six months contract or probation in order to assess their suitability to practice as professional teachers.

(b) Teachers with inadequate skills will be assigned a mentor who will support them for a fixed duration and after submit a mentorship report to confirm that they have attained the skills.

7.2.3 The mentoring and feedback mechanisms will be done through: formal supervision of graduate practicum programmes and experiences as well as formal mentor-mentee relationships.

7.2.4 A Bachelor's degree in education will last four years, three of which will be on fulltime study including school practice. The fourth year will be for fulltime internship and mentorship.

7.2.5 The training programme will consist of 60% practicum and 40% theory. Assessment will also follow the same logic.

7.3 Remuneration and Incentives for teachers

7.3.1 Schools across the country struggle to attract and retain effective teachers due to low salaries. Salary payment alone is generally not a sufficient motivator to get quality candidates in schools or to encourage them to stay.

7.3.2 The salary scales for teachers in respective career paths, that is, leadership, specialist and teaching pathways will be comparable. This implies that a classroom-based teacher and an education manager (for example, a Head teacher or DEO/MEO) can earn the same salary if they possess comparable experience and qualifications.

7.3.3 There are other factors that may make teachers stay in teaching profession such as good leadership, incentives like houses, transport. Accordingly, salary and other financial incentives are necessary to recruit and keep quality teachers in schools. Therefore, the guidelines relating to this are as follows:

(a) All stakeholders will be required to benchmark salaries for teachers to ensure competitiveness. Stakeholders will be required to benchmark on government salaries as baseline and other best practices in order to offer competitive salaries to teachers.

(b) All stakeholders will be required to offer appropriate incentives to best teachers. This will be based on an in built-merit for anyone to get an incentive. The following will apply to get incentives for all teachers:

(i) In the process of determining the best teachers, consideration will be put on; academic excellence of learners, moral and social value possession by leaner and teacher, leadership, teamwork, creativity and innovation among other parameters as stipulated under the 21st century teaching skills and competences.

(ii) Respective institutions should plan and budget for provision of appropriate incentives to teachers as contained under section 3(c) of the NTP implementation standards.

(iii) The increment of remuneration over time in line with academic qualifications, accumulated experience and satisfactory performance should be aligned with provisions of the Teachers' Scheme of Service, the Teacher Incentive Framework (TIF) as well as the career pathways for respective teaching cadres at all levels.

(iv) The proposal to develop and avail a salary/pay grid should be linked with career pathways, teachers' scheme of service, and other public service regulations.

7.4 Career Development Pathways for Teachers

7.4.1 There will be three professional career pathways to provide opportunities for career progression and talent enhancement. This will give teachers' opportunities to teachers to grow in all areas provided in the profession.

7.4.2 The following pathways will apply to the career development of teachers:

(a) **Teaching pathway:** These will continue delivering the content in the classroom and will be required to attend additional training to keep up-to-date with the emerging issues.

(b) **Leadership pathway:** Those aspiring to become leaders will be required to study a course in leadership and management. For one to be appointed into leadership positions of education institutions, such a person should have been in active teacher service for at least 10 years.

(c) **Specialist pathway:** These will be required to focus on curriculum development, inspection, guidance and counseling, sports and recreational studies, special needs education, consultancy, research, among others. For one to qualify as an education specialist, such a person should have been in active teacher service for at least 10 years and be in possession of a post graduate qualification in their respective areas of specialty.

7.4.3 In choosing any of the three career pathways, the teachers' scheme of service will be followed.

7.5 Professional Development and Continuous Learning

7.5.1 In order to maintain and improve on the knowledge, skills, values and competences of teachers, there is need for Professional Development and Continuous Learning for all teachers in the country. The guidelines relating to this area are as follows:

7.5.2 All teachers will be required to consistently and continuously keep up-to-date with new knowledge, skills and teaching practices. Teachers will be required to attend refresher courses to upgrade on their qualifications hence broadening skills with the aim of improving performance. The following will apply in order to professionalize teachers with the required skills:

(a) Attend programmes and CPDs approved by the NTC and coordinated by the UNITE.

(b) All teachers must obtain the minimum required CPD points within 2 years.

(c) Focused professional reading and research.

(d) School based CPDs approved by the NTC.

(e) Peer support e.g. coaching or mentoring.

(f) Classroom visits/observation.

(g) Work shadowing.

(h) Leading or participating in a working or task group.

7.5.3 All teachers will be required to attend professional development courses during weekend programmes and holidays to avoid teachers missing lessons on the pretext of attending CPD courses. The following areas will be offered to improve teaching practices:

(a) Professional seminars, conferences and workshops;

(b) Action learning;

(c) Collaborative teacher networks;

(d) Comprehensive induction and mentoring programmes;

(e) Study groups;

(f) All teachers will be required to attend CPD within two years in order to get the license as required by the Teacher Council.

(g) All senior teachers will be registered based on the contributions made to the profession.

7.5.4 All educational institutions will be required to provide adequate support to meet CPD needs of teachers. The following will be the parameters for all educational institutions to use:

(a) Allocate a budget to CPD. This will facilitate the provision of quality professional learning opportunities for teachers, and

(b) Further develop CPD training for teachers within respective educational institutions.

7.5.5 All institutions will be required to organize comprehensive induction and mentoring programs at all levels. Educational institutions will organize trainings where senior teachers will mentor junior teachers in different areas like lesson plans, schemes of work, time management, among others. The following will apply:

(a) Organize induction meetings/trainings for new teachers. These should be organized by the National Teacher Council and the Uganda Institute of Teacher Education in collaboration with Ministry of Education and Sports;

(b) Organize mentoring programmes for teachers. These will be organized by the National Teacher Council and Institute of Teacher Education in collaboration with Ministry of Education and Sports;

(c) Training programmes for all junior teachers on how to prepare lesson plans, schemes of work and emphasize teacher professionalism will also be organized.

7.5.6 Teachers will be required to pursue any of the three career pathways provided by the National Teacher Council. In this regard, the following will apply in order for one to pursue any of the three career pathways:

(a) A valid practicing certificate issued by the National Teacher Council;

(b) A practicing certificate which will be renewed after every two years;

7.5.7 All teachers will be required to attend a range of professional development activities, from structured learning at professional seminars and workshops, postgraduate study, professional collaboration and sharing, mentoring, action learning, and research-based projects to improve on the skills. Certificates will be issued to participants and presented to the teacher's council to confirm attendance of a professional development course. The following apply:

(a) One should present CPDs he/she has attended from certified providers by the NTC, to enable his/her practicing certificate be renewed as a teacher;

(b) Induction (new teachers) and mentoring courses attended;

(c) All CPD trainings will be allocated points set by the National Teacher Council;

7.5.8 All the CPD courses will be approved by the National Teachers' Council in line with section 5 (b) of the NTP implementation standards. Respective MDAs, CSOs and other stakeholders, including the NTC, will develop CPDs that address the identified competency gaps among teachers in line with their areas of specialty. The draft CPDs will be forwarded to the NTC for review and approval before they are offered to teachers.

7.5.9 A multi-stakeholder approach will be adopted during implementation of the CPD courses developed and (or) approved by the NTC. In this regard, a range of professional stakeholders and associations with a nation-wide presence such as UNATU, FENEI, among others will be engaged to undertake actual delivery of the CPD training for all teachers.

7.6 Accountability and Performance Management of Teachers

7.6.1 Teacher evaluation will focus on both teacher development and accountability using a clear set criterion. All teachers will be evaluated using an agreed standard for example classroom observations by peers and senior teachers, interviews/dialogue sessions, keeping a portfolio, individual goal-setting and self-evaluation, among others. Evaluation

will also focus on data on students learning and other key stakeholders. This will help to have teachers to be accountable hence improving performance.

7.6.2 In this case the following will apply:

(a) Classroom observation by peers and senior teachers;

(b) Interviews/dialogue sessions;

(c) Individual goal setting and self-evaluation;

(d) Keeping portfolios;

(e) Data on student learning;

(f) Feedback from learners;

(g) Feedback from various stakeholders like DEOs, Inspectors, School Management Committees (SMCs) Boards of Governors (BoGs).

7.6.3 The above mechanisms of evaluation will apply to all teachers in educational institutions. Members of Governing Councils, Board of Governors, SMCs, and CMCs will participate in the assessment of teachers in an educational institution. Also, where necessary parents/ communities will also participate in assessing performance of teachers using the set criteria.

7.7 Leadership and Management of Education Institutions

7.7.1 Good management of educational institutions plays an important role in transforming the environment in which teachers and learners' function. While the standard provides that all educational institutions will select competent and effective leaders and managers based on an objective, meritocratic, equitable and transparent criteria, the following guidelines will apply to ensure that effective leadership and management of education institutions is achieved:

7.7.2 Any leader of an educational institution should have a training in leadership and management.

7.7.3 He/she should have experience in policy development and interpretation in the education sector.

7.7.4 At least two members of the body should be aware of government policies especially in the education sector.

7.7.5 The foundation body of the institution will appoint a Chair who meets the specified criteria.

7.7.6 While the standards provide that all education institutions to have succession plans with objective criteria for identification of leaders and managers with the right aptitude and attitude that must be given leadership and management roles progressively to reduce leadership and management vacuum. Under the guidelines, the following will apply in order to have quality leaders:

(a) Religion;

(b) Old students;

(c) Foundation body;

(d) Should have been a deputy in any education institution;

(e) Foundation bodies of Education institutions should groom leaders whom they prefer to head those institutions;

Therefore, in selecting the head of an education institution the above will be taken into consideration plus other requirements as provided by the guidelines.

7.7.7 Leaders of education institutions shall develop, document updated records and promote evidence-based leadership programmes and instructional leadership practices that are effective to guide future management.

7.7.8 The following guidelines will apply in order to promote evidence-based leadership:

(a) Preparation of detailed handover reports by the incumbent,

(b) Proper Audit of the institution by certified auditors before submission of the handover report which should be witnessed by the relevant authorities.

7.8 Teacher Symbolism

7.8.1 *Teachers do not have a dominant narrative that shapes their identity, instead they have three: the situational, social, and personal narrative.* For this reason, any professional workshop targeted at effective teaching and policy implementation, needs to consider these different narratives of identity. These narratives inform, shape, and influence one another and can contribute towards an identity that lies on a spectrum of integration versus disintegration, which is evident in the teacher's behaviour.

7.8.2 Professional teacher identity can, therefore, only be addressed with consideration for the personal, social, and situational needs and experiences of the teacher. Unless teacher identity receives prominence, education will not improve with financial efforts or the provision of workshops addressing policies, teaching practice, and management.

7.8.3 There is need to focus on what enables versus disables teachers and how this relates to their respective identities, how teachers deal with trauma on a daily basis and how personal, social, and situational identities drive effective teaching practices.

7.8.4 In order to reduce the negative perception and improve on teacher symbolism, all respective stakeholders in education will:

(a) Focus on addressing situational and social challenges, in and out of the classroom, in the educational landscape, shape the identity of teachers,

(b) Build a culture of respecting teachers by addressing issues of; drugs, poverty, self-esteem, parental disengagement, hunger, HIV/AIDS and social and cultural systems,

(c) Make space for professional autonomy and trust of teachers,

(d) Publicise quality-driven recruitment, selection criteria and training of teachers,

(e) Respect and adhere to the standard workload and improve the general working environment of teachers,

(f) Give local and national recognition to accomplished teaching professionals, and

(g) Brand and market the teaching profession to make it attractive.

7.8.5 All teachers shall uphold and maintain teacher symbolism and shall not engage in any conduct or behavior that demeans the image of the profession.

7.8.6 All respective stakeholders in education will encourage and support teachers to forge professional identities that reflect their place of work (social identity) more than them emphasizing their education or level of qualification (personal identity).

7.8.7 All the respective stakeholders in education will support and encourage teachers to seek acknowledgement, recognition and fiscal rewards on an objective and competitive basis.

7.8.8 This is intended to reverse the reality that the power of the working environment, coupled with the personal and social identity, are a much stronger force in the development of teacher identity than national education policies.

7.8.9 All the respective stakeholders in education will be guided by the teacher identity diagram shown below to support and manage teacher symbolism related issues.

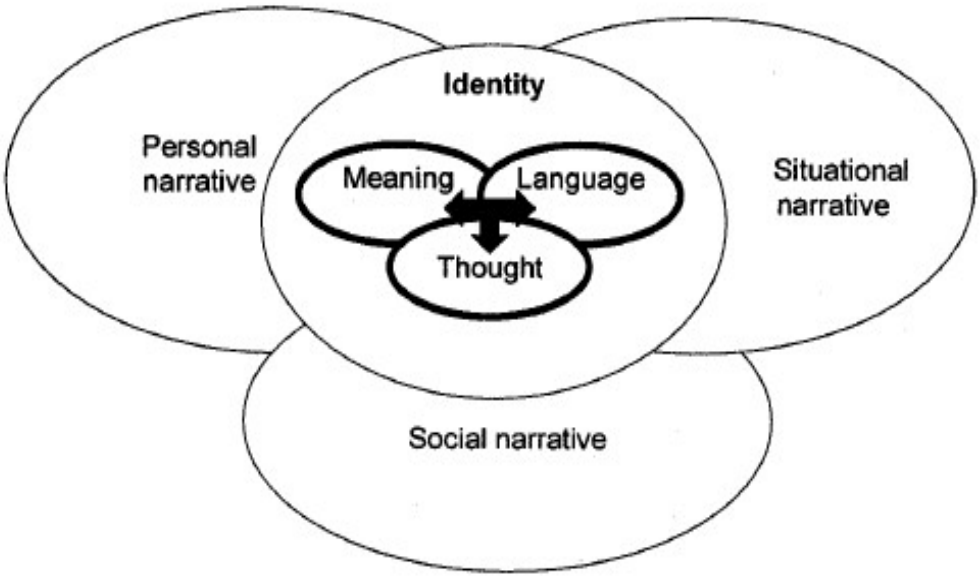


Figure 1 Diagram of teacher identity

7.9 Policy Integration, Effective Alignment and Coherence

7.9.1 Ministry of Education and Sports will spearhead the process of establishing the legal and institutional regime in support of the National Teacher Policy, namely:

(a) Establishment of the National Teacher Council,

(b) Establishment of the Uganda National Institute for Teacher Education, and

(c) Harmonisation and elimination of duplications between the UOTIA, Education Act and other laws in relation to teacher management, among others.

7.9.2 Adequate consultations will be held with all key stakeholders to capture their views during the process of formulating a legal regime to support implementation of NTP.

7.10 Integration of Appropriate 21st Century Skills in the Profession.

7.10.1 Over time, there has been changing trends in the teaching and learning processes largely due to advances in globalization and onset of the technological revolution which ushered in the information era. In order to prepare learners who will thrive in the increasingly digital, information driven, dynamic and globalized workplace, teachers ought to adopt and implement the 21st century teaching skills which include:

(a) Learner-centered teaching and learning methods (such as differentiated instruction, project-based learning and authentic assessment).

(b) Soft skills such as communication, digital literacy, team work, empathy, problem solving and creativity, mindfulness, moral values, etcetera.

(c) Integration of ICT and other technologies in teaching and learning.

(d) Holistic learning which imparts learners with the knowledge and competence to know, be, do and live with each other.

(e) Gender equity, sustainability and inclusiveness.

7.10.2 In order to mainstream and integrate the 21st century skills into all aspects of the teaching profession, the following guidelines will apply:

(a) The curricula for initial teacher training as well as the content for CPD will incorporate 21st century skills so as to impart these skills to teacher trainees as well as serving teachers over the course of their professional practice.

(b) The National Teacher Council will work with all relevant stakeholders to entrench and mainstream CPD for all teachers in line with standard 05 of the NTP implementation standards.

(c) The Uganda National Institute of Teacher Education (UNITE) will undertake continuous exploration, benchmarking and identification of best practices aimed at enhancing pedagogies and other teaching methods that promote 21st century skills.

(d) All stakeholders involved in teacher training and management will develop and implement innovative practices and interventions aimed at enhancing 21st century skills among all teachers.

7.10.3 In addition, the Ministry of Education and Sports will undertake routine follow up and monitoring to identify and ensure compliance with the requirement to mainstream 21st century skills as contained in the NTP implementation standards and guidelines.

7.11 Teacher Professional Conduct

7.11.1 In order to promote teacher professionalism, the following guidelines will apply:

(a) The National Teacher Council will be charged with the responsibility to promote and ensure professional conduct among all teachers in the country.

(b) All cases of teacher misconduct shall be defined by Law and will be categorised under professional offences, administrative offences as well as criminal offences.

(c) All cases of professional misconduct will be handled by the National Teacher Council using clearly laid down procedures to be developed by the Council in line with standard 11 of the NTP implementation standards. Administrative offences committed by teachers and education managers will be handled in line with the various administrative instruments as stipulated under Public Service Standing Orders in case of teachers employed by Government and any other administrative instrument including standards operating procedures.

(d) Teachers who are suspected to have committed criminal offences will concurrently be handled in accordance with the Laws of the Republic of Uganda and relevant administrative and professional sanctions in respect to the teachers conduct.

7.12 Inspection Standards for Education Institution

7.12.1 Inspection in Education is a critical function that ensures that high standards are maintained and that there is continuous development of the educational systems. A good inspection culture should be inculcated into the education managers and hence this can be achieved by:

(a) The job descriptions as well as schedule of duties for all teachers and managers of education institutions should clearly indicate that they have a duty and role to undertake inspection in the respective institutions of their deployment.

(b) The National Teachers' Act will spell out the duty for all teachers and managers to comply with the requirement to undertake inspection as the first line inspectors in all education institutions.

(c) The Ministry of Education and Sports, through its relevant agencies and structures, will work with Local Governments to develop appropriate instruments and tools to enable execution of the inspection function by both teachers and other education managers at all levels.

(d) Sensitization of Education Managers and teachers at all levels on the importance of carrying out Inspection on a routine basis should be promoted to enable them appreciate the role inspection plays and hence carry it out as desired.

Glossary of Key Terms

Academic performance: Refers to the gradual, measurable grading of achievements evident in grades earned or scored in school or academic institutions.

Andragogy: This refers to the methods and practices of transmitting knowledge to adult learners. It means the theory, methods, and activities involved in teaching adult learners.

Aptitude: Refers to competence to do certain work at a certain level depending on your prior knowledge or training.

Attitude: Refers to a psychological construct, mental and emotional entity that characterizes a person usually in terms of response that is positively or negatively.

Career pathways: Refers to majoring in specific education fields after being registered as a teacher for instance education leadership, curriculum development among others.

Competitive: in these guidelines this term refers to something reasonable and almost the same as for the other teachers in the region probably a little higher, same or a little lower but with a low deviation.

Guidelines: are general statements, recommendations, or administrative instructions based on the NTP Standards designed to achieve the policy's objectives by providing a framework for guiding implementation and procedures for achieving the NTP policy objectives. They unpack the NTP Standards by guiding on what needs to be done, how it should be done, when is should be done and by whom?

Pedagogy: This refers to methods and practices of transmitting knowledge to children.

Profession: Refers to a calling requiring specialised knowledge and intensive academic preparation.

Standards: are mandatory actions or rules designed to support and conform to a policy. A standard should make a policy more meaningful and effective. Standards are generally mandated through a policy and set out a range of mandatory, recommended elements and guidelines in a particular area, e.g. the National Teacher Policy Implementation Standards. The wording used in Policy Implementation Standards is such that the intention is clear. Therefore, the use of words such as: *must; shall; will* implies firm requirements.

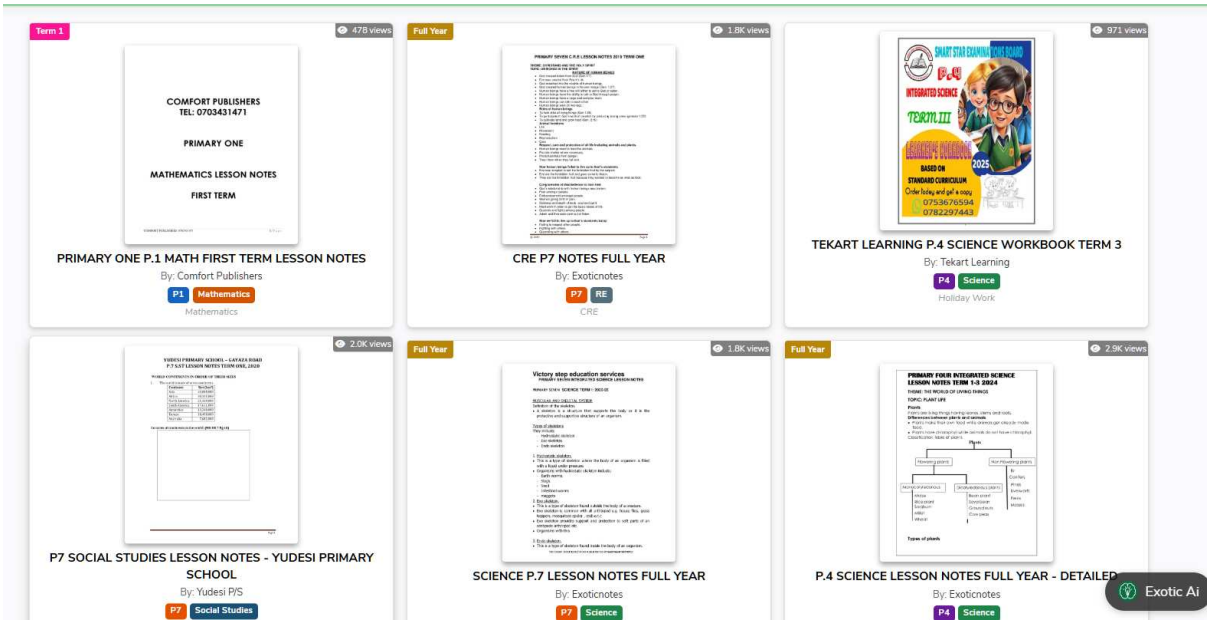
Teacher: Means a person who has successfully completed a course of training approved by the Ministry responsible for education and has been entered on the register of teachers.



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