

MINISTRY OF EDUCATION AND SPORTS

THE NATIONAL TEACHER POLICY (2019)

LEGAL FRAMEWORK



- One of the **prerequisites** for achieving quality education as a tool for human capital development is the **availability of competent and effective teachers**.

- The National Teacher Policy is hinged in the national **policy and legal framework**, among others:
  - The 1992 White Paper on Education;
  - The 2nd National Development Plan (2015/16 – 2020/21);
  - Uganda Vision 2040;
  - Sustainable Development Goal 4.

- The National Teacher Policy was approved by Cabinet in April 2019.

VISION - MISSION - AIM



- The ultimate **goal** of the NTP is to achieve **quality education**.
- **Vision:** A transformed teaching profession and learning environment for a skilled and globally **competitive human resource**.
- **Mission:** produce **quality, motivated, accountable and adaptable** teachers that are responsive to education development needs.
- **Aim:** to provide strategies to enhance **professionalism**; develop and enforce standards; and streamline the professional **development and management** of teachers.

AIM CONTINUED



The aim of the NTP is to professionalize the teaching profession to levels comparable with other professions like medical, engineering, legal, and accounting, among others.

WHICH TEACHERS?

The policy targets **all teachers** involved in providing education to the following groups:

- Teachers of **Early Childhood** Development programmes;
- Teachers in **Primary** Education level;
- Teachers in **Secondary** Education Level;
- Teachers in **Business, Technical and Vocational** institutions;
- Teachers in other **Tertiary** institutions.

POLICY OVERVIEW



- **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**: the private sector; civil society; development partners; academia; and research institutions.

- Government will **finance** the implementation of the policy in partnership with Development Partners.

- **Monitoring and evaluation**: through existing frameworks, SWAP processes, Education Management Information System (EMIS) and Teacher Management Information System (TMIS) systems.

POLICY OVERVIEW

- **4** specific **objectives** and **4** key **priorities**.
- **4** thematic policy **actions** with key **implementation strategies**.
- **12** policy implementation standards

SPECIFIC OBJECTIVES	PRIORITIES
Streamline **teacher management** for better productivity, discipline, retention and motivation.	Establishment of the **National Teachers' Council** by an Act of Parliament, responsible for registration, licensing, accreditation of teachers, implementation of the Motivation framework and the reviewed Scheme of Service.
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.	Establishment of the **Uganda National Institute of Teacher Education** to implement the Initial Teacher Training, CPD frameworks, and the training of tutors.
Standardize teacher development, qualifications and practice across all levels of education.	Development and implementation of **standards for teaching, institutional leadership and a Teacher Qualification Framework** that can be harmonized with the regional frameworks.
Streamline the integration of **cross cutting issues** into all aspects of teacher training, management and practice at all levels.	Mainstream cross-cutting issues by particularly taking advantage of the **policies in other ministries**.

THEMATIC POLICY ACTION 1

Put in place the minimum professional standards and qualifications for the teaching profe

KEY IMPLEMENTATION STRATEGIES

- Development and implementation of a **Teacher Qualifications Framework**
- Implementation of the **competency profiles** of teachers, teacher educators and school/institutions leaders.
- Subjecting all teachers in tertiary institutions to **basic pedagogical / andragogical training** before being certified to teach in these institutions.
- Development and implementation of **standards for teaching and leadership** in educational institutions.
- Establishment of a **National Teachers' Council** to regulate the teaching profession (teachers in government and private schools).
- Strengthening the **monitoring, support supervision and inspection** functions in the different institutions with a mandate over teacher management.
- Development and implementation of a clear **framework for assessing** teachers and other players in the education sector

THEMATIC POLICY ACTION 2

Put in place the minimum standards and qualifications for teacher training

KEY IMPLEMENTATION STRATEGIES

- **Pre entry assessment** of prospective teachers will be undertaken by Teacher Training Institutions in liaison with ESC/DSC/MoES/DES.
- **Harmonization of the curricula** and the minimum training duration and pedagogical requirements for teacher training.
- Every Teacher Training institution will have a **Demonstration school** for practicum teaching.
- Designing, implementing programmes for the **up skilling** of teachers and tutors to Bachelor's degree and Master's degree qualifications
- Establishing the **Uganda National Institute of Teacher Education** (UNITE) to strengthen the quality of Teacher education.
- Development and implementation of an **Induction and Probation Framework** for teachers and school or institutional leaders.
- Development and implementation of a **continuous professional development Framework** for teachers in-service.
- Development and implementation of a Framework for **Adult Learning teachers**.
- Re-establishing the **Institute of Special Needs** focusing on research and demonstration of best practices to teachers.

THEMATIC POLICY ACTION 3

Minimum standards and qualifications for teachers

KEY IMPLEMENTATION STRATEGIES

- **Harmonization and standardisation of the nomenclature** used in teacher training and education.
- Strengthening **Teacher Management and Development information** at local and national levels.
- Strengthening teacher recruitment in both private and government institutions by developing and implementing **harmonized teacher recruitment guidelines**.
- Strengthening of **school leadership and governance** in order to increase teacher productivity and enhance school improvements.
- Review and implement the **Teachers' Scheme of Service**.
- Development and implementation of a **Teachers' Motivation Framework.**
- Strengthening the implementation of the **teachers' code of conduct** and other regulations governing the teaching profession.

THEMATIC POLICY ACTION 4

Put in place measures to support the integration of cross cutting issues that impact on the education sector

KEY IMPLEMENTATION STRATEGIES

- Mainstreaming **ICT, gender, HIV/AIDS, Special Needs Education, environment and human rights** into teacher development, teacher deployment, teacher management and teaching practices.

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

- Undertaking **pre-service and in-service CPD training** for teachers on gender responsiveness, use of ICT, HIV/AIDS into teacher development and management practices.

IMPLEMENTATION ROADMAP



National Teacher Policy, Policy Standards, and Policy Implementation Guidelines launched on 5th October, 2019, marking beginning of implementation

In place are:

a) Teacher Policy Implementation Steering Committee
b) Teacher Policy Implementation Technical Team

Under creation are:

a) Teacher Policy Implementation Secretariat
b) Interim National Teacher Council
c) Interim management committee of the National Institute of Teacher Education

POLICY IMPLEMENTATION STANDARDS

Standard 1: Admission and Enrolment of Quality Trainees

Minimum entry qualification to teacher training is S.6

Implications:

- No more admission of S.4 leavers to Teacher Training Courses
- Admission of S.6 leavers to teacher training institutions starts in 2021
- Application and Selection is to be decentralized to training colleges
- Candidates will undergo selection interviews at college level
- Need for sensitization and career guidance of S.6 students on available options

Standard 2: Initial Teacher Preparation and Accreditation

Minimum of a Bachelors degree in education for all levels (specializing in either pre- primary, primary, secondary, or tertiary) awarded by the Uganda National Institute of Teacher Education

Implications:

- Curricula need to be upgraded to degree level , and designed to allow for specialization
- Need to urgently constitute a curriculum task force
- Teacher educators need to be oriented to degree level curriculum delivery
- Colleges need to be restructured for degree level training
- UNITE needs to be urgently established (possibly at Shimoni)

Standard 3: Remuneration and Incentives for Teachers

Implement the Teacher Incentive Framework

Implications:

- Plan for graduate salaries for all teachers
- Focus on construction of teacher houses
- Effect an efficient payroll management system
- Enforce guidelines for teacher employment in private institutions
- Employ a range of other incentives to motivate teachers

Standard 4: Career Development Pathways for Teachers

Career development will be structured along three pathways: Teaching, or Specialist, or Leadership. Teachers will choose which pathway to advance in their careers in

Implication:

- Advanced teacher training programmes are to be designed along the three pathways
- The pathways will create specialist professional cadres in teaching, curriculum, assessment, institutional leadership, and education management

Standard 5: Professional Development and Continuous Learning

Continuous Professional Development is compulsory to keep teachers up to date and a requirement for re-registration every two years

Implication:

- All Teachers will undertake approved Continuous Professional Development courses to keep up-to-date in the profession
- Records of all CPD courses have to be kept in an established database
- All teachers and education managers will undergo probation/induction on assumption of duty

Standard 6: Accountability and Performance Management of Teachers

There will be mandatory teacher evaluation

Implications:

- All teachers will be subjected to periodic evaluation of their performance
- There will be enhanced performance management system
- Teacher will be held accountable for the performance of their learners

Standard 7: Institutional Leadership and Management

All education leaders and managers shall have the required qualifications and experience before appointment to those positions

Implication:

- All those in education leadership and management must undergo an advanced training program focused on leadership and management pathway
- Therefore the need to develop effective management and leadership guide

Standard 8: Teacher Symbolism

Promote a positive image of the teaching profession

Implication:

- Promotion of a culture of public respect for teachers
- Give professional autonomy to teachers
- Promote quality demand driven recruitment practices, standard workload, and working environment
- Give both local and national recognition to proficient teachers
- Brand and market the teaching profession
- Ensure all teachers uphold the professional code of conduct

Standard 9: Teacher Policy Integration, Alignment and Coherence

All institutions and stakeholders dealing with teacher issues shall collaborate to advance the objective of the teacher policy

Implication:

- The National Teacher Council and UNITE shall be established as key institutions to standardize teacher issues
- Other institutions advancing teacher issues shall be recognized and partnership with them promoted within the policy boundry

Standard 10: Integration of appropriate 21st Century Skills

Teachers equipped with 21st Century Skills

Implication:

- Teacher training curriculum and delivery is enriched to enable teachers be equipped to demonstrate 21st century skills such as effective communication, problem solving skills, critical thinking, collaboration, creativity, risk-taking, and digital literacy
- Teachers to become lifelong learners, facilitators of learning, designers of learning environment, and mentors
- Teachers to embrace new pedagogies and transform pedagogical practices aimed at achieving better learning outcomes

Standard 11: Teacher Professional Conduct

There shall be respect for principles of natural justice in handling disciplinary issues of teachers in case of professional misconduct

Implication:

- Clear procedures shall be developed to objectively handle teacher disputes by the authorized body.

Standard 12: Educational Institution Inspection Standards

Inspection standards shall apply to both public and private institutions; with highest degree of integrity required from all stakeholders involved

Implication:

- Standard inspection requirements shall be developed for all to comply with
- Teachers and head teachers are the first line inspectors of their classes and schools and will be held accountable for this delivery
- All involved stakeholders are required to demonstrate professionalism and integrity in the inspection function

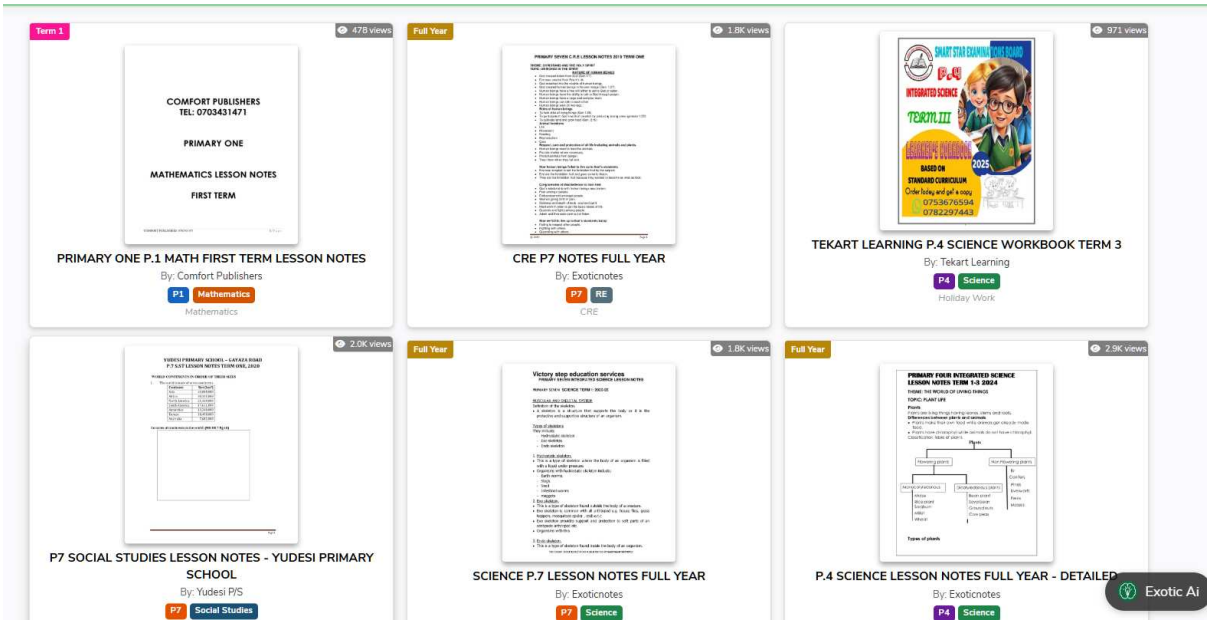


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