

Rapid Response Brief

Date: 23/02/2024

Considerations for a Professional Teachers' Competencies Framework for Uganda

Key messages

- ➔ The teachers' competencies framework must consider the essential skills and knowledge that teachers should possess to influence effective teaching and learning outcomes.
- ➔ Uganda can work towards defining the essential skills and knowledge that teachers should possess for effective teaching and learning outcomes by drawing on these key competence dimensions;
 - The learner and Learning
 - Content
 - Instructional practice
 - Professional responsibility
- ➔ The defined competencies must reflect and consider unique regional and national needs, while leveraging digital technologies to enhance classroom practices.

Where did this Rapid Response come from?

This document was created in response to a specific question from a policy maker in Uganda in 2024.

It was prepared by the Center for Rapid Evidence Synthesis (ACRES), at the Uganda country node of the Regional East African Community Health (REACH) Policy Initiative

+ Included:

- **Key findings** from research
- **Considerations about the relevance** of this research for health system decisions in Uganda

X Not included:

- Recommendations
- Detailed descriptions



Short summary

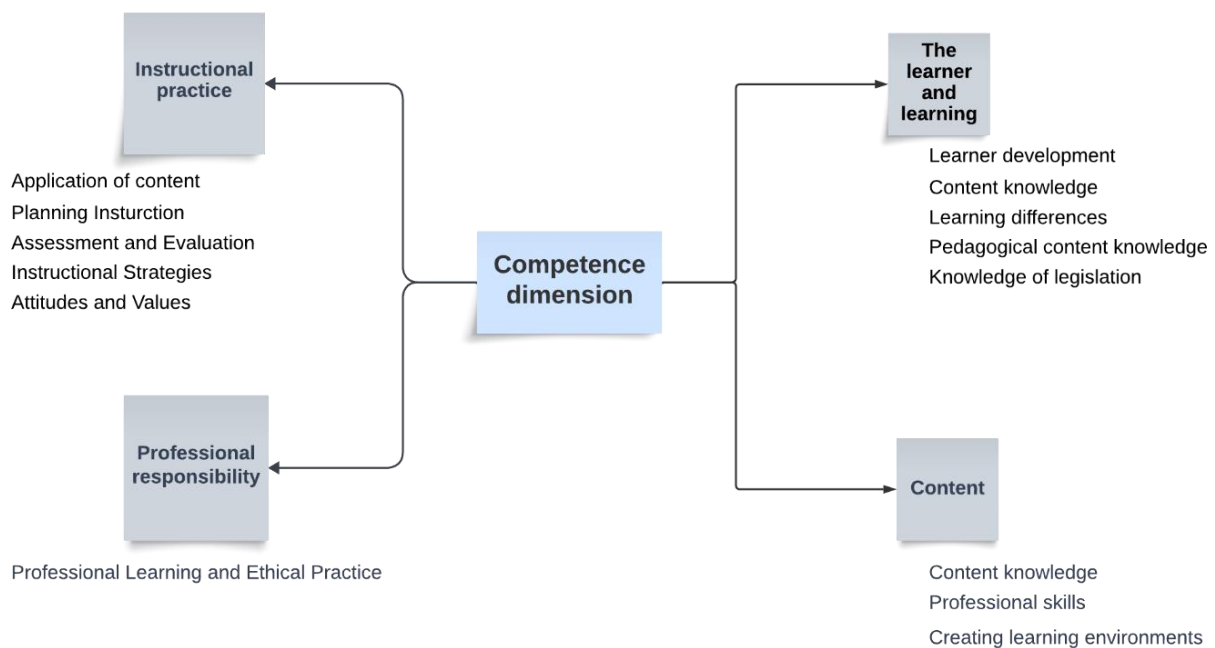
Background:

The Uganda Ministry of Education, in collaboration with the British Council, has assembled a taskforce to develop a competencies framework for teachers in Uganda. The aim of this task is to feed into efforts to enhance the quality of education in the country. The taskforce responsible for this initiative has reached out to the ACRES for information on the different considerations for teacher competencies that can be included in a framework to guide the review of the Uganda Teacher's Policy.

Rapid Response question: *What specific competencies should the Ministry of Education consider in developing Uganda's teacher competencies framework to enhance teaching quality and improve learning outcomes?*

Findings:

The teacher competencies frameworks outline the essential skills and knowledge that teachers must possess to manage complex problems in specific teaching contexts. Across the frameworks examined, common core competencies required for teachers include structured knowledge frameworks, subject-specific knowledge, classroom management skills, interpersonal and collaborative skills, attitudes towards professional practice and innovation, professional development, and adaptive expertise as shown below.



Conclusion:

There is a consensus regarding the fundamental competencies essential for teachers. Teachers' competencies frameworks underscore critical skills such as subject-specific knowledge, classroom management, interpersonal and collaborative abilities, innovation in professional practice, and continuous professional development. While these competencies provide a foundation for understanding the requisite skills for teachers universally, it's important to consider the distinctive regional or national requirements.

Background

The Uganda Ministry of Education, in collaboration with the British Council, is undertaking the development of a competencies framework tailored for teachers in Uganda. This framework aims to guide the review and potential amendment of the existing Uganda Teacher's Policy, with the overarching goal of enhancing the quality of education within the country. To accomplish this task, the Ministry of Education and the British Council have convened a taskforce comprised of policymakers and education sector experts. The taskforce has adopted

two primary strategies: conducting a survey among professionals in the education sector and stakeholder engagements for data collection. As part of this endeavor, a member of the task force reached out to ACRES, seeking information on the competencies of professional teachers from various countries. This data is intended to complement the insights gathered from stakeholders within Uganda's education sector. Ultimately, this information will play a crucial role in informing the review process of the Uganda Teacher's Policy.

How this Rapid Response was prepared

After clarifying the question being asked, we searched for systematic reviews, local or national evidence from Uganda, and other relevant research. The methods used by the SURE Rapid Response Service to find, select and assess research evidence are described here:

www.evipnet.org/sure/rr/methods

Rapid Response question: What specific competencies should the Ministry of Education consider in developing Uganda's teacher competencies framework to enhance teaching quality and improve learning outcomes?

Summary of findings

For purposes of this framework, we have adopted the definition of competences as provided by The Global Teachers' Key Competences Framework which defines a competence as the ability to integrate necessary knowledge, skills, attitudes, and values effectively to manage complex problems in a specific teaching context (1). The competencies framework is informed by different teacher competence frameworks used in different countries. These frameworks serve as guides for defining the core competencies required for teachers in their professional practice. The theoretical underpinnings of the frameworks differ for examples;

1. In the United States, the framework emphasizes fundamental principles such as personalized learning for diverse learners, applying knowledge and skills together, improving assessment literacy, building a collaborative professional culture among teachers, and attributing leadership roles to teachers (2, 3).
2. The Turkish framework provides a more detailed explanation of teacher competencies, focusing on functionality and accountability (2, 4).
3. Europe's teacher competence requirements emphasize structured knowledge frameworks, teaching-specific subject knowledge, classroom management skills, interpersonal and

collaborative skills, critical attitudes towards professional practice and innovation, ongoing professional development, and adaptive expertise (5).

Considering the diverse sources and frameworks, this information can guide the development of a teacher competence framework for Uganda. By drawing on the key competencies identified in these frameworks, Uganda can work towards defining the essential skills and knowledge that teachers should possess for effective teaching and learning outcomes.

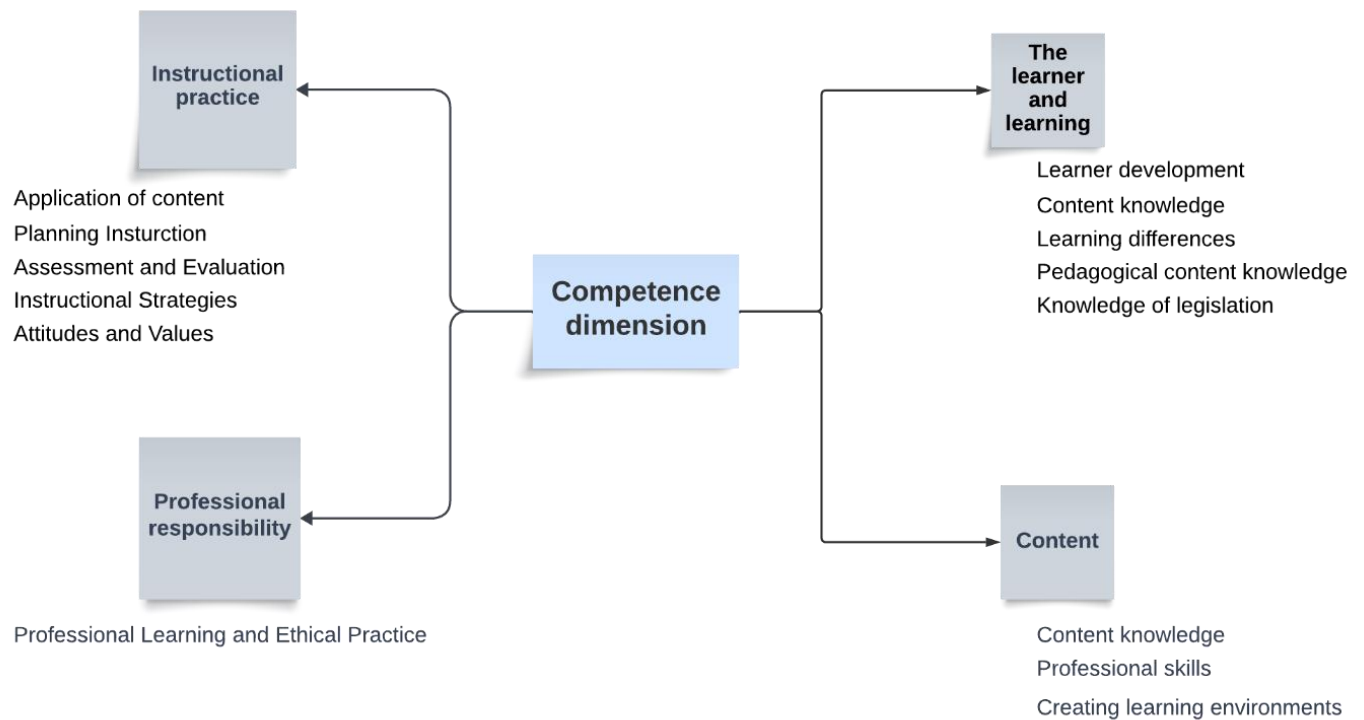


Figure 1: A competencies framework for teachers

Table 1: A summary of the core competencies for teachers: (1-7)

Competence Dimension	Competence	Competence Description
The learner and learning	Learner development	Design curricular projects, create learning environments to support the learning process, promote innovation in teaching practices, and promote active participation of students.
	Content knowledge	Understand content and integrate interdisciplinary knowledge relevant to teaching levels and stages, provide students with experiences to understand specific concepts of the subject, and use knowledge from the particular specialty and cross-curricular knowledge.
	Learning differences	Understand and support diversity, lead strategies to prevent exclusion, provide equal opportunities for all students, create an environment that enhances inclusion, and provide an accommodation plan to meet the needs of special learners.
	Pedagogical content knowledge	Understand content and align it with pedagogical practices to make it easily accessible and understood by students, build knowledge within the subject area related to curricular conceptual frameworks, and apply knowledge to design and evaluate instruction.
	Knowledge of legislation	Increase awareness of laws and regulations impacting the field of education, take into consideration ethical values, and follow policies set out by the school, the state, or the country of choice.
Content	Content knowledge	Understand content and integrate interdisciplinary knowledge relevant to teaching levels and stages, provide students with experiences to understand specific concepts of the subject, and use knowledge from the particular specialty and cross-curricular knowledge.
	Professional skills	Plan learning using theoretical backgrounds, apply required knowledge and practices to maintain a nurturing environment, understand and apply

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		holistic and individual approaches to learning, and promote meaningful learning in academic and affective areas.
	Creating learning environments	Develop an environment conducive to learning by utilizing a space where ideas can be expressed openly, and creating learning activities that promote student engagement, foster trust, and dealing with conflicts constructively to solve problems.
Instructional practice	Application of content	Apply content knowledge to instructional approaches and student learning outcomes.
	Planning instruction	Plan and organize lessons for the delivery of core curriculum in an efficient and effective manner, with a focus on student learning outcomes that consider the needs of diverse groups of students.
	Assessment and evaluation	Use assessment with both a certifying and formative purpose to promote and nurture the learning process, employ various assessment methods and reports, perform evaluations and assessments of the process and learning outcomes based on means and resources used.
	Instructional strategies	Apply different instructional strategies to promote student learning, engage student curiosity and interest in various ways (individual, collaborative, or independent projects and activities).
	Attitudes and values	Foster the development of professional, moral, and universal values, establish appropriate expectations, and safeguard student well-being according to legal regulations.
Professional responsibility	Professional learning and ethical practice	Engage in self-reflection on teaching practices, continuously develop professionally, engage in research, co-evaluate with colleagues to improve teaching practices, and share best practices among colleagues.

Conclusions

Irrespective of location, there is a consensus on the core competencies that teachers should possess. The teacher competence frameworks across different countries emphasize critical skills such as structured knowledge frameworks, subject-specific knowledge, classroom management skills, interpersonal and collaborative skills, innovation attitudes towards professional practice, and ongoing professional development. These competencies form the basis for deliberating on the essential aptitudes and abilities that teachers should possess, however, consider the unique regional or national needs.

References

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Conflicts of interest

None known.

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What is Rapid Response?

Rapid Responses address the needs of policymakers and managers for research evidence that has been appraised and contextualised in a matter of hours or days, if it is going to be of value to them. The Responses address questions about arrangements for organising, financing and governing health systems, and strategies for implementing changes.

ACRES – The Center for Rapid Evidence Synthesis (ACRES) is a center of excellence at Makerere University- in delivering timely evidence, building capacity and improving the understanding the effective, efficient and sustainable use of the rapid evidence syntheses for policy making in Africa. ACRES builds on and supports the Evidence-Informed Policy Network (**EVIPNet**) in Africa and the Regional East African Community Health (**REACH**) Policy Initiative (see back page). ACRES is funded by the Hewlett and Flora foundation.

<http://bit.do/eNQG6>

ACRES' collaborators:



Regional East African Community
Health Policy Initiative

**Regional East African
Community Health Policy
Initiative**



EVIPnet

Glossary

of terms used in this report:

www.evipnet.org/sure/rr/glossary

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