TEACHING VALUES IN EDUCATION

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James Ndayazi Rutebuka
Head, Primary Education
Kigali Institute of Education-Rwanda
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By James Ndayazi Rutebuka (revrutebuka@yahoo.com)
Kigali Institute of Education, PO BOX 5039 KIGALI RWANDA.

INTRODUCTION

This topic is to be handled in the wider perspective of the theme of this conference: “Addressing the Quality and Number of Teachers in Africa”. My presentation is based on my musings as a Teacher Educator in Rwanda. These are basically reflections on how to improve the quality and increase the quantity of teachers in that African country; Rwanda. Hopefully, my own reflections will motivate the audience, especially those from Africa, to think about their own countries. Your reactions will, in effect, be a valuable contribution to my manuscript which is still in the process of making.

In my presentation I want to dwell on the following aspects:
1. Definition of the appropriate values to be taught in Education.
2. Approaches to the assessment of what we already have and selection of those educational values that we need.
3. Curricular context of Teaching Values in Education.
4. The Qualities of the Teacher we need for teaching values with particular reference to Professional Qualities as well as Personal Qualities of the teacher we need.

1. DEFINITIONS OF THE EDUCATIONAL VALUES.

What are the values that should be emphasized in our education system since there are various definitions of values? Several dictionaries define values as “Idea about what is right and/or what is important in life” “Values” means the quality of being useful and desirable. Therefore values in education could be explained in term of Moral Education in the classroom. In essence, values in education carry such images or qualities as integrity, honesty and/or trustworthiness; and so on.

More often than not, values are associated with the ethics that direct our individual day-to-day life. But the world we live in forces us to think and act in global terms, because we do not live in isolation. Both the young and the old need values that relate across cultures and civilizations, across national and ethnic barriers, and across religious identities and commitment.

Therefore any learning process, especially in relation to the youth, needs to pay attention to a number of dimensions of ethical responsibilities.

1.1 All nations or cultural communities, while fostering their respective values in their children’s education, must ensure that they are taught and that they
learn the ways that respect others and their property.

A child that does not learn to relate to others, especially those who believe and act in different ways, is ill equipped to live in this globalized and pluralistic world.

1.2. National educational policies and systems need to make deliberate and conscious effort in their teaching practices to lift up their nationally cherished values that promote openness, honesty and compassionate attitude to other human beings. These need to be instilled in children from very early age.

1.3. While recognizing that ethnic and national values are different from one another, we also need to look for commonalities and overlapping values that would provide the basis for people to act together on common concern. We need to teach and practice our values in ways that demonstrate our common humanity and mutual interdependence of all human race.

1.4. Today emphasis is put on education concept for international corporation because learning is not in isolation, but in inter-relation with each other. The youth not only need to know and appreciate their own educational values, but also need to have an informed understanding of other people’s values and practices and the commonalities shared by all human community, especially the different ways of struggles to deal with basic issues of life.

1.5. The question is therefore whether there are core values that all communities would recognize and accept as values that should inform all the youth of whatever nationality, cultural and ethnic background. If they are there, then they should form the basis of the educational values to be taught in our educational system.

1.6. However this remains a debated issue because, while some affirm that there are indeed such core values that all humanity can affirm, others look at values as influenced by the cultural and social contexts and the vision of the society that a community hopes to create.

In any case, even in a homogenous community there must be differences of opinion on which of the values are more important than others and on how to balance the importance of values that are more significant for the well being of individuals against the common good of the community.
2. APPROACHES TO SELECTING THE VALUES WE NEED

As we think of introducing values as an educational discipline, there are questions for our consideration.

• Can we afford to have values in education as a specific discipline having space on the timetable in the already overloaded curricula? Is it necessary?
• How do we decide what values to be included in education, especially in multi-ethnic societies, since there are usually no universal values that would accommodate all spectrums of faiths, cultures or races? Probably the leading principle to follow in selecting the values for implementation in education should be that “All children should be brought up to participate fully in shaping society as a whole within the framework of commonly accepted values, practices and procedures”.

Therefore in preparation to determine which values to include in our education systems, there must be commissions to carry out studies, to assess and identify various educational Policy options. Such commissions should include representatives from our traditional educationists who include the Ministry of Education officials, the teacher training institutions, representatives from schools, religious organizations and school managers, to review various options and make appropriate recommendations.

We need to check seriously whether Teaching Values in Education is an entirely new innovation or a new look at what has been there before; which needs more emphasis. For example, when formulating the policy proposals on the “Teaching of Values”, we have to take into account or consideration of the relevant elements of our respective National Educational Sector Policies.

A closer look at our National Aims and Goals of Education may reveal that several items in our national education policies are already intensively rich in educational values which have been taken for granted. We therefore need to assess, evaluate, review and modify them not only to give the traditional academic education, but also to serve as vehicles of implementing our aspired educational values.

For example, in Rwanda¹ at least five of our seven Aims and Goals of education suggest that whatever we teach, our education should, among other things, promote values that we cherish as a nation. Our education policy is meant to:

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¹ Education Sector Strategic Plan 2005-2010 page 7 (Rwanda)
1. Produce a citizen who is free from all kinds of discrimination……

2. Promote a culture of peace, and emphasize national as well as Universal values of justice, peace, tolerance, respect for human rights, gender equality, solidarity and democracy.

3. Dispense a holistic moral, intellectual, social, physical and professional education……

4. (Promoting ICT)

5. Develop autonomy of thought, patriotic spirit, sense of civic pride, a love of work well-done……
6. (Human Capital Development)

7. Eliminate all causes of disparity in education, be it by gender, disability, geographical or social group……

Another example where educational values are strongly embedded in the national policy documents is Uganda. In this country some of the items in the Ten Point Programme, which were developed into the “Broad Aims of Education” have Values which Ugandans should reconsider for the contribution they can make on the “Teaching of Values in Education”. For example:

(i) **Forging national unity and harmony**: which is meant to forge unity among the multi-ethnic groups, social integration of elite and masses, evolution of national values etc.

(v) **Upholding and maintenance of national independence and patriotic feeling**: including the development of a sense of love for all citizens, a feeling of patriotism in the citizens as well as a readiness to make important sacrifice in defense of Uganda’s unity and sovereignty.

(vi) **Promoting moral and ethical values**: leading to improving promotion of such values as honesty, sense of responsibility, integrity in the use of public funds and property, love for productive and constructive work and respect for those who labour to produce material, intellectual and social wealth.

(vii) **Promoting a feeling of humanitarianism and cooperation**: referring to the promotion of fellow-feeling and a concern for others and the inculcation of a philosophy of working selflessly on a cooperative basis for the good of all rather than for narrow self-interests.

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2 Government of Uganda White Paper on Education pp 6-8. (Uganda)
At least three of the board aims of education, in addition, include plenty of educational values in terms of:

(i) Promoting understanding and appreciation of the value of national unity, patriotism and cultural heritage……..

(ii) Inculcating moral, ethical and spiritual values in the individual, and developing self-discipline, integrity, tolerance and human fellowship.

(iii) Inculcating a sense of service, duty and leadership for participation in civic, social, and national affairs

I have made reference to two countries only whose education policies I happen to know fairly well. Maybe these are not unique examples. What is clear is that educational values are not an entirely new concept but they are already incorporated in our national educational aims and goals very strongly, except that they have so far been taken for granted.

It is also obvious that educational values differ from nation to nation depending on the respective national aims and goals of that nation. One has to look at several aspects of educational values that are reflected in the national policy of education and particularly the basic education for our children who are still in formative stages.

Such national educational values will be incorporated or reflected in the national educational aims and goals. Consequently, such nationally cherished values have to be incorporated, or at least be reflected in the national curricula for primary education, secondary as well as Primary Teacher Education Programmes so that primary teachers are given relevant training, in preparation for promotion of values in education.

There are also some practical approaches about the values in education, mainly involving members of the community in the learning process and connecting what is being learned in the classroom with what is going on in the learners lives and homes where they live.

As educators, we need to reorient our approaches to education so that we are aware of the values implied by these aims and goals and then ensure that they are incorporated and promoted in whatever we teach.

3. THE CURRICULAR CONTEXT OF TEACHING VALUES

The Teaching of Values has to start from the grassroots. Therefore the teacher and the pupil (learner) are central to this innovative reform in our educational systems.
The introduction of Teaching Values in Education requires that the Curriculum be revised and be adapted to the realities of peoples’ needs and aspirations starting from primary education level. It will be necessary to influence the curriculum Development Centres to incorporate the identified educational values, because character or values can be built through ethically rich content of the Academic subjects as vehicles for the teaching of values.

Values or character building is not a separate subject but rather, it can be taught through any subject. The highest purpose of our new curriculum should be morally leading students to develop the sense of what is noble and good and worth striving for in life. An educational curriculum should help students to think about the fundamental human questions regarding how one should conduct one’s life, the right goals to aim at and the admirable qualities of life worth emulating.

Character or values can be built through the development of conscience of craft by which students develop a sense of academic responsibility and the habit of doing their work well, and later in the adult working life, without having to be watched.

Our character affects life of others through the way we do our work because our good work benefits others and our poor work makes others suffer.

Education helps to develop self-discipline, and the ability to delay gratification in order to pursue future goals, resilience, dependability, academic responsibility as well as diligence. Education should develop in the learners the spirit of "this job depends on me"! so that they should be willing to do their work without being watched.

Character building, through encouraging ethical reflections, is an academic undertaking which could partly be accomplished through relevant reading, research, writing and discussion. Through education on ethical reflection, students develop the cognitive aspect of character by being morally aware, understanding and applying moral virtues in concrete situations, being able to take other peoples’ respective and reasoning morally. Let us take the example of the teaching on conflict resolution.

Character or values education through specific teachings on conflict resolution. is basically teaching students how to resolve conflicts fairly, without intimidation and violence. Teaching conflict resolution skills is important for the maintenance of god moral community not only in the classroom community, but throughout the whole Society.

These skills are applicable in classroom situation and later in social life. Some of these conflict resolution skills to be developed include the ability to listen,
showing understanding, expressing strong feelings without insult, finding mutual agreement to real resolution amicably and several other competencies.

Some of the strategies should include a planned curriculum in which the teaching will involve the learners into:

- Thinking, writing and talking about how to solve various kinds of conflict.
- Training and coaching students in conflict avoidance, and conflict resolution skills.
- Class discussion on how to solve conflict fairly and without violence.
- Strategies to increase responsibility for resolving their conflict without a third party.

Some other educational areas to be emphasised and incorporated into our education systems because of their being directly linked to Teaching Values in Education would be: Guidance and Counselling Education, HIV/AIDS Education, Moral and Ethics Education.

Whatever areas of education we identify and want to incorporate in our educational curricular programmes, we have to observe three principles which are fundamental in the planning of any feasible educational training programme. The three principles, all of which are equally important, as regards the formulation of educational programmes are as follow:

The training must be educationally acceptable or adequate to the educational policy requirements, in both theory and practice. **This means that the training must meet the current prevailing educational needs in accordance with the national policy.** The programme must be educationally relevant.

The training must also be seen to be worthwhile by the learners or trainees, so that they may learn and participate with interest and enthusiasm, and not under the duress of any kind. **This means that the learners or trainees must feel motivated to do the course because it is meaningful and beneficial to them.**

It must also be seen to be useful to the community as a whole. This means that this training must justify itself to be useful as a sustainable reform programme. **It must be seen to have long lasting impact as an educational asset.** This means that the innovative education must be sustainable.

Therefore, the training must meet our prevailing educational needs, the trainees themselves must find the course motivating and worthwhile; and it must be the type that will leave long lasting impact for future educational benefits, but not an ad-hoc training programme.
However, the most challenging education problem nearly every country is how to attract the young and able people to join the teaching profession. Teacher Education is therefore the key factor in the Teaching of Values, like any other new innovation in education. Teachers must be trained in sufficient numbers and quality, using a combination of both pre-service and in-service Teacher Education Programmes.

It is very important that as we introduce Teaching Values in Education there must first be a time to strengthen the quality of the teachers, especially in all basic education schools.

Similarly there must be intensive vocation in-service courses for both teacher educators as well as practicing primary school teachers to give them knowledge and skills of handling Values in Education. The training of teachers must go hand in hand with deliberate efforts to improve teachers' working conditions and status, especially in regard to their recruitment, training, and remuneration and career development opportunities. For the success of this innovation in education, the teachers must be motivated. The school managers must be committed to the improvement of teachers' conditions of service, because this is critical to the success of any innovative programme; especially the Teaching of Values in our Education system.

4. THE TEACHER OF EDUCATIONAL VALUES WE NEED

Concern about the teaching quality in schools is worldwide. It is also universally accepted that teachers are the heart of educational process and that without good teachers all innovations in education are doomed to failure. While other educational reforms such as education technologies and satellite-based delivery systems remain important, teachers are still the major concern of education planners in many countries, especially in Africa.

Therefore, the single most important factor in the teaching/learning process and achievement is the quality of the teacher. As a starting point for our introduction of Teaching Values in Education at primary school level, we have to remember that no education can be better than the quality of its teachers. In essence this means that in all circumstances, no significance improvement in the quality of education can occur without policies and strategies which optimize teachers' input into the learners' achievement.

The teacher of our concern is the professional, practitioner in educational enterprise. This teacher, like other professionals, is bound to conduct his/her whole life according to the moral and ethical milieu in line with teachers' professional principles and practices stipulated in the Teachers' Code of Conduct.
However, unlike other professionals, the teachers who have the intent to inculcate values are unique in that they have undertaken the responsibility of promoting the wholesome development of the learners, including those of the tender age. Our teacher education programme should be geared towards producing teachers who can actually demonstrate their mastery of basic moral values and the competency to apply them in both word and deed; in their day-today teaching and living. This leads us to the two angles of the teacher of values who must demonstrate both professional as well as personal qualities.

4.1 Professional Qualities of the Teacher of Values.

Whoever aspires to be a teacher has chosen a noble profession. Teaching is not only challenging but also enjoyable and exciting. However, in order for the aspirant to take up this profession with the deliberate intent to promote basic values, must meet the following basic requirements:

**Interest in joining teaching profession**

The person aspiring to be a teacher of values must have special interest in the teaching profession. Teaching is not only enjoyable, exciting and rewarding, but also demanding and challenging, and therefore it is a profession which demands interest and commitment. This teacher must always prepare thoroughly to meet the challenges of teaching and learning process. To gain efficiency, proficiency and effectiveness, must spend a lot of time reading, researching and preparing material related to his/her subject of Values in Education.

In order to be effective the teacher has to demonstrate interest in professional responsibilities and opportunities, beyond the classroom. Such a competent teacher knows that every activity in the school ultimately has some impact on the learning and life of students. And so, the teacher must have interest in the total routine activities of the school life.

The teachers' positive attitudes to teaching will have far reaching and long lasting effect on pupil’ attitude to learning. The teacher has to try and make admirable impressions to the pupils by demonstrating what he/she expects of them.

**Interest in the wholesome life of children.**

The teachers’ main responsibility is towards the learners under his/her care and should guide each learner as much as possible in and out of school, in order to develop the learner wholesomely: body, mind, soul, personality and character. As a teacher he/she is therefore not only dealing with academic facts, but also the learners’ emotions, attitudes and beliefs. Each learner has to be handled with respect and dignity, always mindful of the learners’ individual rights.
This presuppose that the teacher must have a clear understanding of the learners' background in order to apply the appropriate techniques and skills to help them in their learning and living.

With that knowledge about the learners, the teacher should treat them with unbiased or unprejudiced attitude against an individual learner, based on their background, exceptionalities or gender.

This means that the teacher should avoid sexual innuendoes, religious scorns or racial slurs. The teacher should avoid mistreating or neglecting any student basing on sexual preference, ethnicity, religion, physical handicap, learning disability or racial category. In effect, this means being aware of and attending to the special needs of individual students in the class.

**Professional Training**

**The teacher aspiring to teach values, must undergo professional training.** This is the first practical and most fundamental competence every teacher must have. A professionally trained teacher understands and applies the appropriate principles and practices to the teaching/learning process to ensure that the students learn effectively.

The professionally trained teacher sets clear aims and goals and objectives of education in general and his/her subjects in particular. Such a teacher therefore is able to collect the relevant subject matter and apply appropriate methods of teaching more effectively.

A well-trained teacher is expected to teach more effectively. The students are helped to understand the lessons objectives and what is expected of them in the classroom procedures. The students feel more comfortable in the classroom and the learning activities and, as much as possible the teacher guides them through the learning process at their own place of learning; according to the age, ability and aptitude of the learners.

**Effective communication skills**

**The aspiring teacher would be expected to demonstrate the use of effective communication skills.** Effective communication skills of a teacher can be expressed in many forms of interaction. It could be verbal or no-verbal; all resulting into the sharing of meaningful messages, attitudes and feelings.

Teachers spend most of their time communication with relevant others, either in school administration or teaching itself which involves a variety of communication media.
There are several good reasons why building relationships and good communication can be essential to the success of the teacher and education as a whole. What is essential is that in building and maintaining good working relationships and communication, the teacher demonstrates the qualities of an effective communicator, using carefully thought out words and other communicative media, to ensure an educational success.

4. 2. Personal Qualities of the Teacher of Values

Besides the few examples of Professional qualities of the teacher we need for teaching educational values, the teacher must be able to demonstrate certain personal competences or qualities that characterize the teacher’s personality as outlined in the following pages:

The competent teacher of values leads an exemplary life in moral behaviour and personality in school and community.

The competent teacher, of whatever subject or academic level or qualification, should model his/her life style on some basic moral standards, some ultimate aim or purpose of life.

Whatever good qualities the teacher advocates, must be reflected in his/her life. The teacher must live what he/she preaches. In effect, this means that the teacher must be a role-model, demonstrating the good modeling behaviours expected of the learners, such as punctuality, inquiring mind, cooperation, patience, tolerance, sincerity critical thinking; and so on.

A teacher should endeavour to use effective modeling behaviors. The teacher’s own behaviour should be consistent with those expected of the students. The teacher needs to practically demonstrate or practice real scenes that capture learners’ imagination and actually carry their convictions.

For example, the teacher who wants his/her students to demonstrate regular and punctual attendance, to have inquiring mind, to behave cooperatively, to be attentive to recitations of others, to suspend judgment until sufficient data are in, to demonstrate critical thinking and to use proper communication skills, then he/she should do likewise, thus modeling, these same behaviours and attitudes for the learners.

The teacher can be a role model by dressing decently, smartly, and modestly. A teacher should attends to his/her personal appearance, ensuring pleasant looks all the time, avoiding unkempt hair, bushy beards, too tight trousers or too short dresses or transparent dresses fancifully called “see me through” because they expose the crucial parts of the body. The teacher should avoid any sexually provoking clothes.
Teachers can serve as moral models as ethical persons who demonstrate a high level of respect and responsibility in their whole life, at their work, both inside and outside the classroom. Teachers can also model moral concern and moral reasoning by taking time to discuss morally significant events in the school and surrounding communities.

Role Playing is also demonstrated in the teachers’ diligence and enthusiasm. Effective teachers demonstrate capacity to work tirelessly to achieve success in the subject of their interest.

The teachers’ enthusiasm for work is infectious and arouses indelible enthusiasm among the learners which is too difficult to dampen or kill.

Self-control is another quality of a teacher’s competence. A person who lacks self-control should not be trusted to lead, especially in the teaching roles. Self-control is a characteristic that has to be learned and practised until it becomes a habit.

The teacher as a role model has long lasting impact on the learners. More often than not, people remember the teachers who taught them more than the lessons they taught. This is partly because teachers rub off some of their behaviour to their pupils. Therefore, teachers should aim to demonstrate and develop those qualities of personality and character that will provide lasting inspiring examples to their pupils.

The competent teacher of values is committed to promoting equality in the classroom.

A competent teacher conducts teaching with the optimistic view that all children have sufficient ability to learn and then provides environment which is conducive to learning. Such a teacher’s confidence in students’ ability should be expressed in helping the learners to improve progressively. Research and experience have proved that students enjoy and learn better with the teacher who is positive, encouraging, nurturing, and optimistic than the teacher who is pessimistic, discouraging, uninterested and grumpy.

The competent teacher ensures that there is equity in the classroom.

In order to ensure that all the students are treated fairly and equitably in the classroom, the teacher must try to avoid:

- The trap of interacting with only the brightest or most vocal and assertive students.
- The biased expectations about some children or discrimination against some, according to their gender or some other personal characteristics
- The tendency to call on more boys than girls, or let boys interrupt girls, but praise girls for being polite and waiting for their turn
- The tendency to discriminate in the classroom by showing lower expectations for girls than boys in Science and Mathematics. To avoid all these discriminatory tendencies, the teacher must exert special proactive effort, regardless of his/her gender and other personal characteristics.

The teacher of values is committed to the character moulding in the behaviour of the learners.

There are several ways in which teachers can mould, and usually they do mould their learners' character.

(a) Teachers can serve as effective care-givers whereby they demonstrate love and respect for their students, helping them succeed in their work, building their esteem by treating each student as having worth and dignity, thus enabling students to gain a first appreciation of the meaning of morality by being treated in a moral way. Thus, teachers can develop character through practical examples as care-givers, models and mentors, which spills over into the classroom among the learners for them to emulate.

Through the teacher’s caring and guidance, the learners also learn to accept the values and rules of living together as a corporate group. Through the teachers’ guidance the class establishes a peer culture by which they develop very close attachments as persons.

Teachers mould the character of their students by treating them with love and respect, encouraging right behaviour and correcting wrongful actions through their own demonstration or modeling of the right character.

(b) Through caring attachments, warm relationships with the students and readiness to help them, not only encourages them to work hard, but also reflects the teacher to be a model for the students to emulate.

The teachers’ caring attachments with individual students and the whole class is deliberately emphasized in the whole class, thus creating classroom community.

Consequently the students will know each other so closely and learn how to accept and apply the values and rules that hold them together as a group, because each of them will feel accepted and loved and will be willing to treat others the way they want to be treated.

(c) Cooperative learning is another strong tool in the shaping of character by fostering students’ ability to work with and appreciate others. The instructional process is so important and effective in character building, because through students’ regular interactions and practices, they develop important virtues and learning academic materials.
(d) The establishment of school rules and their reinforcement encourages the development of moral reasoning, self control and generalized respect for others. That is, teachers develop moral discipline through establishment of school rules. Discipline leads to moral growth, self-control and generalized respect for the property of others. Moral discipline has to be taught and the learners should learn to behave morally, not because of the rewards or punishment, but because of conviction that it is the right thing to do. This kind of behaviour outlives school life into adulthood.

The competence of the teacher of values can be reflected in his/her reliability, sincerity, conscientiousness, tolerance and good memory.

All these values or qualities of a teacher are grouped together because they are inherently interrelated and/or interdependent.

The reliability of a teacher means that the teacher should be relied upon to fulfill promises and commitments. The teacher who can not be relied on, very quickly loses credibility with students and the community. Reliability goes with sincerity, because this is an indispensable quality every teacher must have.

- In all dealings with the learners and the society, in explaining things, especially when dealing with people of other religious and political convictions, the teacher should be sincere in making his/her position clear. Sincerity wins RESPECT.

- Reliability also goes with integrity. A reliable teacher of credible integrity does not pretend or try to conceal his/her true nature or activities. He/she always tries to give of his/her best, whether or not he/she is being watched or supervised.

- Conscientiousness is another quality contributing to the reliability of a competent teacher of values. A reliable teacher is a conscientious worker who is trusted to work without being watched or closely supervised.

- Along with sincerity and conscientiousness goes tolerance and/or resilience. This means that a reliable teacher should be able to listen to other peoples’ views, especially religious convictions or cultural values and practices, with patience, tolerance and understanding.

- A sincere and tolerant teacher should be able to share his/her views constructively with the learners as well as fellow teachers and society. While the teacher may stick to his/her persuasions or convictions, he/she should avoid the attitude of bigotry. As regard resilience, this means that the teacher should not give up so easily even in the situation of what appears to be a failure. Instead of giving up, the teacher should vary the
method and keep on trying to explain things and encouraging the students.

- **Good memory** is the key factor in reliability. A good memory is an indispensable quality, which is a very good asset in the teaching/learning process, which every competent and reliable teacher must have. A forgetful teacher is both ridiculous and dangerous. A teacher known for his/her good memory will be tolerated if she/he forgets some details. Good memory helps to knit together various blocks of knowledge experienced at different times in different previous lesson sessions. A teacher needs good memory in order to fulfill all the promises he/she makes.

**A Teacher demonstrates the values of leadership by projecting good leadership image in the community** where she/he lives by participating appropriately in activities of the community.

He/she sets good example to the pupils and the public by obeying lawful authority, being low-abiding and loyal to duly established leaders in the community such as chiefs, civic leaders and others in authority of leadership.

Where practically possible, the teacher attends religious functions of his/her persuasion and respects other approved religions within the school and community where he/she teaches and lives.

As much as possible, through his/her conduct and inspiration, the teacher should establish an exemplary family within the school and community where he/she lives and works.

This means the competent teachers’ ability to establish cordial working relationship with various categories of school community. The school community especially parents and guardians who have the role to play in the promotion of school standards and the learning of their children.

A competent teacher of values relates learning to the lives of the learners in the process of teaching. Such a teacher makes a special and frequent effort to relate teaching to the lives of the children.

The teacher has an exemplary role in the society as a point of reference in many ways. As such, the teacher should be a perpetual student and therefore very knowledgeable with great vision.

**The teacher is a bridge between the school and society.** The school is not an exclusively confined place but the school and society flow into each other and so influence each other, with the teacher as the main actor.
The teacher is a bridge between youth and maturity and therefore a teacher should belong to and understand both levels and thus help both levels understand each other.

**The teacher of values demonstrates continuing interest in professional responsibilities and opportunities in school routine.** Naturally every activity in the school has some ultimate effect on the classroom performance. Therefore the teacher assumes active interest in total school life. While the classroom is the primary center of teaching, the competent teacher knows that this is not the only learning source, but that every event and planned function that is related to school life shares in the ultimate purpose of better serving the education of the students.

The competent teacher therefore demonstrates a wide range of interests in the activities of the students and the surrounding community. In this aspect the teacher not only satisfies his/her interests, but also such a teacher with varied interests motivates and captures the attention of students.
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