

# Building Capacity Through Quality Teacher Preparation

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## Introduction

For more than 10 years, the Department of Educational Communication & Technology in the School of Education at Kenyatta University and the School of Education at Syracuse University have had an institutional linkage.

The two institutions are united in their desire to be integrally involved in pedagogical development through teacher education and remain at the cutting edge of preparing, inducting and supporting highly qualified teachers in their continued professional growth.

## Issues Identified by KU Faculty

- The teacher education curriculum in Kenya is not revised regularly based on evidence of teacher knowledge and performance.
- Teachers in Kenya are constrained in adequately preparing to support all learners.
- Teachers in Kenya have limited skill in and information on use of technology in teaching.
- Teachers in Kenya lack adequate pedagogical content knowledge, including practical skills.
- There is minimal linkage in Kenya between pre-service teachers' preparation and teachers' work in schools, allowing for coordinated monitoring of induction and professional development.

## Impact of Partnership

- **On Target:** Our activities are on target with our objectives.
- **Collaborations:** We are working with the Ministry of Education through the National ICT Innovation and Integration Centre (NI3C) and will be working with the Quality Assurance and Standards Directorate (QASO).
- **By March 2013:** We will have a model for capacity building in teacher education programs to be shared with other universities in Kenya and the region.
- **By March 2013:** We will be working with the Ministry of Education to extend our improved preparation and mentoring with pre-service teachers to novice and experienced teachers.

## Technology Integration Workshop



Partnership Objectives	Activities	Outcomes
#1 Strengthen the capacity of the KU TE faculty resulting in improved teacher preparation for the education sector in Kenya	<p><b>Activity:</b> We collected and analyzed baseline data from 21 KU TE faculty members on perceptions of current curriculum, teaching situation, and capacity to be built.</p> <p><b>Activity:</b> We established a Committee for Faculty Development to plan and carry out identified professional development activities.</p> <p><b>Activity:</b> We conducted an online survey of Sub-Saharan African universities to find out how they deal with teaching large classes.</p> <p><b>Activity:</b> We set up a plan for systematic scholar exchanges and a plan for KU faculty members to earn "sandwich" degrees.</p>	<p><b>Outcome:</b> Survey findings revealed the need for professional development in teaching large classes, supporting all learners, integrating ICT, and preparing pre-service and practicing teachers to function more effectively.</p> <p><b>Outcome:</b> We held three workshops for all teacher education faculty members on Teaching Large Classes, Supporting All Learners, and Integrating Technology (31 out of 35 faculty members have participated).</p> <p><b>Outcome:</b> We produced two professional development packets.</p> <p><b>Outcome:</b> We gained insights and strategies for handling teaching and learning in large classes from ten (10) respondents.</p> <p><b>Outcome:</b> We have implemented two scholar exchanges thus far and have shared experiences and gained professional insights.</p> <p><b>Outcome:</b> Two KU faculty members are spending one year at SU earning a Certificate of Advanced Studies and working on their doctoral theses research.</p>
#2 Strengthen the research capacity of the KU TE program resulting in improved knowledge that can produce more effective education	<p><b>Activity:</b> We identified KU-SU collaborative research projects.</p>	<p><b>Outcome:</b> Research plans for four collaborative research projects are underway.</p>
#3 Enhance the KU TE program resulting in improved instructional capacity	<p><b>Activity:</b> We developed a curriculum review protocol and analyzed curricula on supporting all learners, ICT integration, and teaching large classes.</p> <p><b>Activity:</b> We developed and piloted a questionnaire on teacher preparedness, and then collected and analyzed data from 100 KU graduate teachers (50 novice, 50 experienced).</p>	<p><b>Outcome:</b> We gained insight into the teachers' training background by identifying gaps. Twenty-six (26) course curricula have been reviewed and revised using questionnaire data to evaluate and improve the curricula.</p>
#4 Provide quality service to education stakeholders resulting in improved Instruction in secondary schools in Kenya	<p><b>Activity:</b> We held a meeting with education stakeholders to communicate partnership activities.</p> <p><b>Activity:</b> We are developing policy briefs based on data from project activities.</p> <p><b>Activity:</b> We are working with Ministry of Education officials to develop Teacher Performance Expectations for secondary pre-service and in-service teachers.</p>	<p><b>Outcome:</b> We developed two policy briefs related to teaching large classes and supporting all learners.</p>