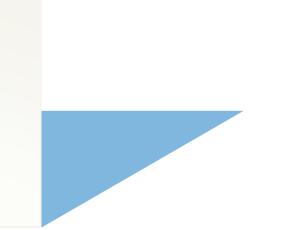


## **Building Capacity Through Quality Teacher Preparation**





Agnes W. Gathumbi
Kenyatta University
agnesgath@gmail.com



Joanna O. Masingila
Syracuse University
jomasing@syr.edu

six (26) course curricula have been reviewed and

revised using questionnaire data to evaluate and

Outcome: We developed two policy briefs related

to teaching large classes and supporting all

improve the curricula.

learners.

# >>> 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







#### 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.



#### **Activities Partnership Objectives Outcomes** Activity: We collected and analyzed baseline data from Outcome: Survey findings revealed the need for #1 Strengthen the capacity of the KU TE professional development in teaching large 21 KU TE faculty members on perceptions of current faculty resulting in improved teacher curriculum, teaching situation, and capacity to be built. classes, supporting all learners, integrating ICT, preparation for the education sector in and preparing pre-service and practicing teachers Kenya to function more effectively. Outcome: We held three workshops for all Activity: We established a Committee for Faculty Development to plan and carry out identified teacher education faculty members on Teaching professional development activities. Large Classes, Supporting All Learners, and Integrating Technology (31 out of 35 faculty members have participated). Outcome: We produced two professional development packets. Activity: We conducted an online survey of Sub-Outcome: We gained insights and strategies for Saharan African universities to find out how they deal handling teaching and learning in large classes with teaching large classes. from ten (10) respondents. Activity: We set up a plan for systematic scholar Outcome: We have implemented two scholar exchanges and a plan for KU faculty members to earn exchanges thus far and have shared experiences "sandwich" degrees. and gained professional insights. Outcome: Two KU faculty members are spending one year at SU earning a Certificate of Advanced Studies and working on their doctoral theses research. Outcome: Research plans for four collaborative **Activity:** We identified KU-SU collaborative research #2 Strengthen the research capacity of research projects are underway. projects. the KU TE program resulting in improved knowledge that can produce more effective education Activity: We developed a curriculum review protocol Outcome: We gained insight into the teachers' #3 Enhance the KU TE program resulting and analyzed curricula on supporting all learners, ICT training background by identifying gaps. Twentyin improved instructional capacity

integration, and teaching large classes.

experienced).

from project activities.

#4 Provide quality service to education

Instruction in secondary schools in Kenya

stakeholders resulting in improved

Activity: We developed and piloted a questionnaire on

teacher preparedness, and then collected and analyzed

data from 100 KU graduate teachers (50 novice, 50

stakeholders to communicate partnership activities.

**Activity:** We are working with Ministry of Education

for secondary pre-service and in-service teachers.

officials to develop Teacher Performance Expectations

Activity: We are developing policy briefs based on data

Activity: We held a meeting with education