

INTERNATIONAL TASK FORCE ON TEACHERS FOR EDUCATION FOR ALL

*Three Years of Global Partnership to
Address the Teacher Challenge -
Three Years from the 2015 EFA Benchmark:
Achievements and Perspectives*

POLICY DIALOGUE FORUM

**28-29 November 2012 Safari Hotel- Windhoek;
Namibia**

***Sub-theme One: TEACHER EDUCATION AND
PROFESSIONAL DEVELOPMENT***

Prof. Mutale Mike Musonda

Executive Director

**AFRICAN COUNCIL FOR DISTANCE EDUCATION
(Nairobi)**

Preamble

Education has increasingly become important to success of both individuals and nations. Growing evidence demonstrates that, among all educational resources, teachers' abilities are especially critical contributors to students' learning and consequently the success of a nation to advance in its economic, social and political spheres .

Teacher Education

According to Goods Dictionary of Education Teacher education means “*all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively*”. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education.....

The International Encyclopedia of Teaching and Teacher Education (1987), describes Teacher education as a continuous process comprising three phases: Pre-service, Induction and In-service. In-service Teacher education can be subdivided into: organization, curriculum and field experiences. In many countries, pre-service Teacher Education (also known as Initial Teacher Education) takes place largely or exclusively in institutions of Higher Education.

Teacher Education.....

Teacher Education may be organized according to two basic models, i.e. consecutive and concurrent models and where it is delivered (college or university). In the 'consecutive' model, a teacher first obtains a qualification in one or more subjects and then studies for a further period to gain an additional qualification in teaching.

Teacher Education....

In the alternative 'concurrent' model, a student simultaneously studies both one or more academic subjects, and the ways of teaching that subject, leading to a combined credential to qualify as a teacher of that subject.

Curriculum of Teacher Education

The crux of the entire process of Teacher Education lies in its curriculum (how it is designed, structured, organized, extent of its relevance and who delivers it). Curriculum design and structure (content) can be broken down into four major areas:

Curriculum.....

- foundational knowledge in education-related aspects of philosophy of education, history of education, education psychology and sociology of education
- skills in assessing student learning, using technology to improve teaching and learning, and supporting students with special needs.
- content-area and methods knowledge and skills
- practice at classroom teaching or at some other form of educational practice.

Curriculum.....

Teacher Education in the 21st century would require adequate and progressive knowledge content for teaching as well as knowledge content for the subjects that the teacher would be required to teach. In articulating the core concepts and skills that should be represented in a common-core curriculum for teacher education and training, there is need for a frame work to guide decisions and practice.

Curriculum.....

In the United States, the National Academy of Education Committee on Teacher Education adopted a framework that is organized on three intersecting areas of knowledge found in many statements of standards for teaching which would be applicable for consideration in the 21st century Teacher Education curricula as presented below:

Curriculum.....

- Knowledge of learners and how they learn and develop within social contexts
- Understanding of curriculum content and goals, including the subject matter and skills to be taught in the light of disciplinary demands, student needs and the social purposes of education
- Understanding of and skills for teaching, including content knowledge of specific subjects, content pedagogical knowledge for teaching diverse learners

Curriculum.....

The curricula should take cognizance of the ever-changing needs of society, the globalization scenario, the advancement and proliferation of technology and the way traditional classroom teaching is losing grounds to distance-virtual learning. The content of the curricula should take account of the 21st century classroom.

Curriculum.....

In the 21st Century, Teacher Education models should emphasize learning to do and learning to think so that we produce learned thinkers. These models should:

- be participatory teacher education – in this model, trainee teachers must be self-directed and self taught; and that every aspect of training must be based on reflection and introspection.
- embrace new ICTs for both teachers and students' learning
- embrace in-depth content and practical of knowledge of research

Supervised Field Experience

Field observations include:

observation and limited participation within a classroom under the supervision of the classroom teacher

- student teaching—includes a number of weeks teaching in an assigned classroom under the supervision of the classroom teacher and a supervisor
- internship—teaching candidate is supervised within his or her own classroom

Induction of beginning Teachers

A number of countries have put in place comprehensive systems of support to help beginning teachers during their first years in the profession. Elements of such a programme can include:

- mentoring:
- a peer network: for mutual support but also for peer learning.
- input from educational experts (e.g. to help the beginning teacher relate what she learned in college with classroom reality)
- support for the process of self-reflection

Vision of Teacher Education

Teacher Education must be sensitive to the emerging demands of the school system and society at large. In this regard, Teacher Education has a dual role of:

Vision.....

Teacher Education must aim at:

supporting and facilitating in teaching and learning situations to enable trainee teachers discover their talents, realize their physical and intellectual potentialities to the fullest, develop character and desirable social and human values to function as responsible citizens

Vision.....

- making trainee teachers active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of learners.

Objectives of Teacher Education

Objectives of Teacher Education are to provide opportunities for the trainee teacher:

- to observe and engage with children, communicate with and relate to children.
- for self-learning, reflection, assimilation and articulation of new ideas; developing capacities for self directed learning and the ability to think, be self-critical and work in groups.

Objectives.....

- To understand self and others (including one's beliefs, assumptions and emotions); developing the ability for self analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- to enhance understanding, knowledge and examine disciplinary knowledge and social realities, relate subject matter with the social milieu and develop critical thinking.
- to develop professional skills in pedagogy, observation, documentation, analysis, drama, craft, story-telling and reflective inquiry.

Continuous Professional Development

Continuous Professional Development (CPD) is the process by which in-service teachers reflect upon their competences, maintain them up to date and develop them further. Because the world that teachers are preparing students to enter is changing rapidly and the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a professional career; hence CPD.

CPD.....

A growing research base suggests that to be most effective, CPD activities should:

- be spread over time
- be collaborative
- use active learning
- be delivered to groups of teachers
- include periods of practice, coaching, and follow-up
- promote reflective practice
- encourage experimentation, and
- respond to teachers' needs.

Need for Teacher Education

The American Commission on Teacher Education rightly observes, *“The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”*

- Thank you for your attention.