




**KENYA INSTITUTE OF CURRICULUM  
DEVELOPMENT**

**RESEARCH REPORT AND DRAFT  
FRAMEWORK FOR TEACHER EDUCATION  
IN KENYA NOVEMBER, 2016**



RESEARCH REPORT AND DRAFT  
FRAMEWORK FOR TEACHER  
EDUCATION IN KENYA  
NOVEMBER, 2016

## INTRODUCTION

1. The Kenya Institute of Curriculum Development (KICD) is the national curriculum development Centre established through the KICD Act No. 4 of 2013 of the laws of Kenya.
2. The Institute's core mandate is development, evaluation and approval of curricular and curriculum support materials for all levels of Education except for the university.
3. KICD is also charged with the responsibility to to initiate and conduct research to inform curriculum policies, review and development.
4. The purpose of this study was to investigate the needs for curriculum reform in Teacher Education (TE) in Kenya. The study was carried out by KICD in October, 2016.
5. The report follows another one in March 2016 that captured report findings of a Needs Assessment Research on Curriculum Reform in Kenya .

## STATEMENT OF THE PROBLEM

1. There are on –going reforms in the Basic Education Curriculum, which have implications for reform in the TE Curriculum in Kenya.
2. Current TE curriculum for all levels (ECDE, PTE, DSTE, DSNE, DTVET) was last reviewed over ten years ago.
3. National and international developments e.g. 2010 Constitution, Vision 2030, EAC Protocol, Sustainable Development Goals, etc. necessitate reform of TE.
4. Kenyans in different sectors of life have called for a reform in TE Sector to address observed and reported challenges in schools involving teachers.
5. Kenya National Conference on Curriculum Reform recommended further research specifically on TE

# RESEARCH OBJECTIVES

**The specific objectives of the study were to:**

1. Establish the needs for reform in the **structure** of the curriculum for Pre-service Teacher Education and Continuous Professional Teacher Development.
2. Ascertain the needs for reform in terms of teacher **competencies** to be developed by Pre-service Teacher Education Curriculum and Continuous Professional Teacher Development.
3. Find out the needs on strategies for developing capacity to identify and nurture learners' **potential** through Pre-service Teacher Education Curriculum and Continuous Professional Teacher Development.
4. Identify relevant needs related to educating teachers on identification, creation and utilization of **resources** through Pre-service Teacher Education and Continuous Professional Teacher Development.
5. Find out the needs on developing teachers' abilities in **assessment of learners** and evaluation of the TE programmes during Pre-service Teacher Education and Continuous Professional Teacher Development.
6. Determine needs for reform on mastery of appropriate **pedagogical approaches** during Pre-service Teacher Education Programmes and Continuous Professional Teacher Development Sessions.
7. Explore needs on enabling Pre-service and In-service Teachers to acquire skills for integration of **contemporary and emerging societal issues** in the teaching and learning experiences for their learners.

# LITERATURE REVIEW

The literature review covered the following:

1. Definition of key concepts such as *Teacher, Teacher Education, and Competency Based Teacher Education,*
2. Review of Theories of Teacher Education: *Behaviourist, Humanistic, Constructivist, Sociocultural and Social – Constructivist, Reflective Teacher Education,*
3. Literature on Structure and Organization of Teacher Education:
  - a. *Objectives of TE,*
  - b. *TE Selection and Admission,*
  - c. *Teacher Competencies,*
  - d. *Pedagogical Approaches in TE ,*
  - e. *Standards of TE, The Practicum in TE,*
  - f. *Lecturer Teacher Education and*
  - g. *Continuous Professional Teacher Development (CPTD)*

Overall, the literature shows that there is critical need for a reform of TE Sector.

# SUGGESTED FOUNDATIONS OF ALL TE CURRICULA BASED ON THE LIT REVIEW

1. TE to be guided by national goals of education, national objectives of TE, international perspectives, nature of education of the levels to be taught; and Basic Education Curriculum Framework.
2. TE to be founded on social constructivist view of TE that considers TE as co-construction of knowledge.
3. TE to have a balance of content knowledge, pedagogical knowledge and professional knowledge (Foundations – History of Ed., Sociology of Ed., Curriculum, Psychology, Educational Administration)
4. Length of TE programme to be informed by the no. of units, as Conceptualised by relevant professional body
5. TE to have adequate and professionally conceptualised and supervised practicum at all levels that takes at least two school terms.
6. TE to be anchored on well stipulated standards that are acceptable internationally.

# RESEARCH METHODOLOGY

1. The study adopted a Concurrent Mixed Approach involving using Quantitative and Qualitative surveys as research methods.
2. A total of **6,216** participants participated in the study out of an anticipated sample of **10,415** and a target population of **101,750**. About **6,020** participated in the quantitative phase, while **196** were involved in the qualitative phase.
3. Participants included Student teachers, teachers, lecturers, head teachers, principals and key leaders at all levels of Education, as well as other stakeholders from all over the country.
4. Data was generated using questionnaires, interviews and Focused Group Discussions (FGDs).
5. Quantitative Data were analysed using descriptive statistics generated through the SPSS platform while qualitative data were analysed thematically.
6. Appropriate methodological steps were taken to ensure trustworthiness of the study and to address Ethical concerns.



# KEY FINDINGS OBJECTIVE 1: STRUCTURE AND ORGANIZATION OF TE

## **Respondents suggested**

1. Entry into TE for ECDE, Primary and Secondary teaching should be a minimum of C+ (Plus).
2. TE for ECDE, PTE and DSTE to be raised to Diploma level lasting 02 Years.
3. C+ was the preferred grade for diploma TE courses in SNE and TVET.
4. At all levels, there should be 02 years practicum (Teaching Practice) sessions at the ends of first year and 2<sup>nd</sup> year, supervised by lecturers, teachers and principals in the schools.
5. It was proposed that CPTD courses should be organized every ONE year and should take about 02 -03 weeks and be appropriately credited.

# SUPPORTING DATA FOR OBJECTIVE 1.

Teachers at different levels were asked to indicate their preferred duration for the PTE course. Their responses were tallied and converted to percentages. Results are presented in Figure 2

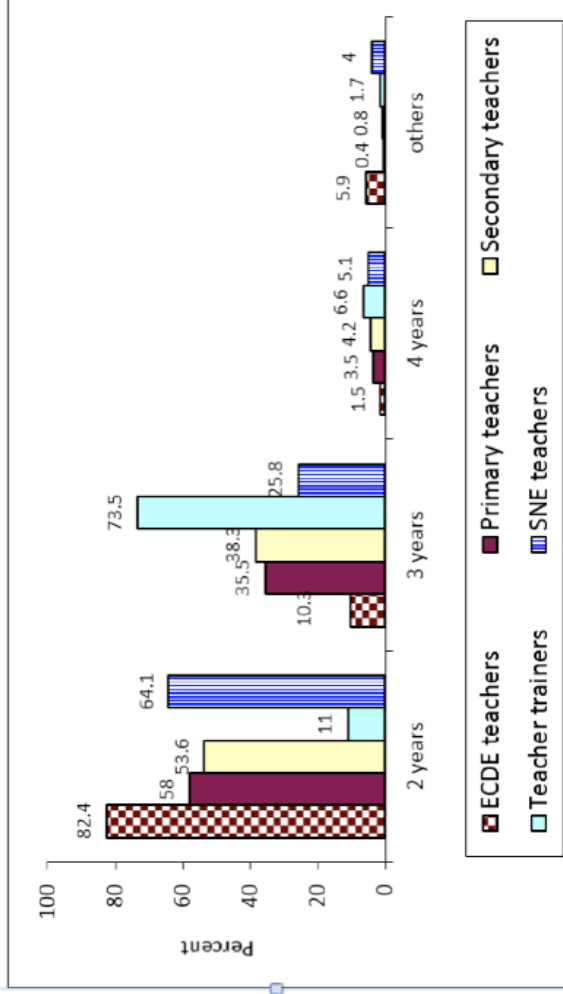


Fig 2 Suggestions by teachers on preferred duration of PTE course

## KEY FINDINGS OBJECTIVE 2: NEED FOR REFORMS ON TEACHER COMPETENCIES

Respondents suggested the following

1. **Urgent reforms were identified to institute the following in TE:**
2. Competency in terms of adequate mastery of **knowledge of content** to be taught to the learners.
3. Competency in **professional skills** through awareness and application of sound principles of Psychology, sociology, economics of education, relevant curriculum knowledge, administrative and entrepreneurship skills.
4. Competency in demonstrating appropriate **values/ attitudes** and facilitating the same in their learners.
5. Competency in **Mentoring** of fellow teachers and their learners, which has been identified as critical but lacking in the current TE curricula at all levels.

## Supporting data for Objective 2

### Table 5.3 Professional Values that Teachers Need

Scale: 1=strongly disagree while 5 = strongly agree.

Professional Behaviour	Values and Levels					Overall Mean	
	ECDE	Primary	Secondary	SNE	TVET		Teacher Training
Importance of being Models in school and society	4.57	4.11	3.96	4.33	4.13	4.36	4.24
Ability to develop and nature attitudes for good citizenship patriotism, nationalism and international consciousness	4.54	4.14	3.99	4.63	4.33	4.24	4.31
Ability to address Pertinent and contemporary issues, such as safety and security, disability mainstreaming ,learners living with HIV among others through life skills education	4.60	3.90	3.54	4.55	4.27	3.82	4.11
Effective collaboration with other teachers ,learners ,parents and stakeholders	4.57	4.07	3.80	4.28	4.25	4.15	4.19
Promote safe, healthy, supportive and stimulating learning	4.69	4.23	4.07	4.46	4.26	4.47	4.36
Promote of diversity and equity e.g. special needs learners, learners living with HIV from marginalized areas and vulnerable groups	4.72	4.27	4.16	4.59	4.31	4.56	4.44

## KEY FINDINGS OBJECTIVE 3: REFORMS TO PROMOTE TEACHER COMPETENCIES IN NURTURING TALENT AND POTENTIAL

1. Research findings emphasise that TE be reformed to inculcate the capacity to create a conducive environment where all learners can identify and nurture their talents through opportunities including clubs, sports and other co-curricular activities.
2. Respondents asserted that teachers who excel in facilitating talents be rewarded by way of promotion.

## SUPPORTING DATA FOR OBJECTIVE 3.

Table 5.4 Teachers' ratings of strategies to be included on TE programmes for identifying and nurturing learners' talents and potentials.

Scale: 1=strongly disagree while 5 = strongly agree.

Area of teacher skills	Teacher's level					Overall mean
	ECDE	Pri m	Sec o	TTC	SNE	
Identify talents among learners	4.57	4.20	4.11	4.56	4.55	<b>4.40</b>
Opportunities to demonstrate talents and potential	4.38	4.25	4.12	4.52	4.45	<b>4.34</b>
Recognize, reward and reinforce talents	4.56	4.22	4.09	4.46	4.46	<b>4.36</b>
Create, identify and utilize resources to foster talents.	4.66	4.19	4.07	4.48	4.43	<b>4.37</b>
Support and set learning goals	4.54	4.2	4.1	4.52	4.46	<b>4.36</b>

## Key Findings Objective 4: Reforms to facilitate competency in effective utilization of resources

- The respondents observed that the Learning Resource Centres (LRC) in the Colleges should be modernized. Teachers should also be trained on effective use of IT and make it examinable, since technology changes very fast.
- The need for TE to train and encourage Improvisation featured prominently. Respondents were unanimous that the element of improvisation is not given due attention during teacher training.
- The study underscored the need to have departments of material development in colleges to facilitate active participation of learners in developing their own resources and utilization of existing resources.

## Supporting Data for Objective 4

Table 5.5 Teachers' Responses on skills required for Identification, Creation and Utilization of Resources

Scale: 1=strongly disagree while 5 = strongly agree.

Skills	ECDE	Primary	Secondary	Trainers	SNE	Mean (out of 5)
Utilization of current research findings to improve their learning experiences	4.36	4.21	4.12	4.49	4.45	<b>4.33</b>
Analyze learning resources to avoid perpetuation of cultural ,gender and other stereotypes	4.46	4.14	4.07	4.46	4.35	<b>4.30</b>
Identification , creation and utilization of learning resources for learners of different abilities	4.55	4.07	3.97	4.41	4.44	<b>4.29</b>
Production and printing of non-print and electronic materials for enhancement of learning	4.41	4.16	4.00	4.43	4.40	<b>4.28</b>
Use of technology to advance their learning and that of the learners	4.28	4.00	3.85	4.26	4.42	<b>4.16</b>
Evaluate appropriateness of learning resources for learners at various levels	4.12	3.74	3.93	4.23	4.19	<b>4.04</b>



## KEY FINDINGS OBJECTIVE 5: REFORMS TO FACILITATE COMPETENCY IN ASSESSMENT OF LEARNERS

1. TE needs to facilitate development of skills to develop valid and reliable assessment tools to evaluate learning are deficient
2. The most preferred modes of assessing student teachers are Continuous Assessment Tests (CATs), projects and the summative exams, in that order.
3. Assessment during the Practicum ought to be done by specialists from college but also by specially trained teachers in schools.

## KEY FINDINGS OBJECTIVE 6: REFORMS TO FACILITATE COMPETENCY IN PEDAGOGICAL APPROACHES

1. The respondents emphasized that the pedagogical approaches for the TE programmes need to be, **learner centred** and participatory, ones that promote collaboration between the trainer and the trainee.
2. The findings further emphasized that TE institutions need to adjust their pedagogical approaches to meet the learning processes of the current generation of children.
3. Communication Skills featured prominently as a foundation of pedagogy that TE ought to promote emphasis.
4. The study emphasises the need to educate student teachers on pedagogical approaches that take cognisance of diversity of learners, including those with special needs.
5. TE also needs to promote research knowledge and skills so that they may consider their classes as sources of data to inform continuous improvement

## KEY FINDINGS OBJECTIVE 7: REFORMS TO ALLOW FOR INTEGRATION OF CONTEMPORARY ISSUES IN TE

1. TE curricula need to be reformed to include a **wider range** of pertinent and contemporary issues and to use **more effective strategies** - among the issues suggested for inclusion were:
  2. Security and disaster risk management,
  3. good governance, citizenship and national cohesion,
  4. morality,
  5. guidance and counseling,
  6. family life education,
  7. financial literacy and entrepreneurship,
  8. health and hygiene (including first aid and lifestyle diseases),
  9. animal welfare education,
  10. sexuality education
  11. conflict resolution.
  12. Community service learning

## GENERAL DISCUSSION OF FINDINGS

1. Overall, the major reforms needed in TE as indicated in the findings of this study are supported by the previous literature as shown in the literature review.
2. In almost all cases, the Needs Assessment findings are also consistent with the international best practices and the Vision 2030, East African Protocol and previous task force recommendations

## RECOMMENDATIONS

Based on the findings of this study, the following general recommendations are made for reform of the TE Sector at all levels:

1. An upgrade of the entry into TE at all levels: Minimum of C+ (plus).
2. Standardization of the level and duration of ECDE, PTE, DSNE and DTTE to Diploma level lasting Two years.
3. Professionally conceptualized practicum lasting two school terms with principals and cooperating teachers as key players.
4. Achievement of an appropriate balance between Professional (Education) studies, Content, and Pedagogy
5. Inclusion of mentoring as a core area of learning in TE
6. Inclusion of annual CPTD courses for sustainable growth in various competencies
7. Promotion of Talent identification and nurturing in TE programs.
8. Identification and utilization of resource in TE programmes
9. Emphasis on ICT competence and integration in TE courses
10. Embracing formative assessment involving more Continuous Assessment tests, projects and practical's.
11. Involving specially trained teachers in schools in supervision and assessment of the practicum

## RECOMMENDATIONS CONT.

12. Promotion of learner-centred and reflective pedagogical approaches cognisant of the 21<sup>st</sup> Century learner
13. Attention to pedagogical approaches that promote inclusivity and special needs.
14. Inclusion of research skills as a component of the TE course to facilitate generating of knowledge and continued learning
15. Emphasis on Communication Skills to enhance interaction between teachers and their learners, colleagues and school community.
16. Actualisation of the integration of several contemporary issues into TE programmes and encouragement of Community Service Learning.

# DRAFT FRAMEWORK FOR PRE-SERVICE TEACHER EDUCATION- FOUNDATIONS

1. Basic Education Curriculum Framework
2. Needs Assessment for curriculum reform in teacher education
3. The general outcomes as contained in various government documents
4. Theories of general Education and Teacher Education
5. The values in the Kenya constitution
6. Quality teaching standards

# QUALITY TEACHING STANDARDS

1. Teacher has Knowledge of a Competency-Based Curriculum and how to Implement it
2. Teacher Knows The Learners And How They Learn
3. Teacher Knows The Subject Matter And How To Teach It
4. Teacher uses Assessment for, as and of learning to guide teaching and learning
5. Teacher Knows How To Create And Support Inclusive Learning Environment
6. Teacher Promotes Professionalism Throughout HIS/HER Career
7. Teacher Knows And Promotes A Comprehensive School Health and safety
8. Teacher has knowledge of identification and utilization of learning resources
9. The Teacher Knows And Promotes Instructional Leadership



# STRUCTURE OF TEACHER EDUCATION

Teacher education in Kenya will be organized into three levels:

1. Early Years Teacher Education
2. Middle School Teacher Education
3. Secondary Teacher Education.

## EARLY YEARS TEACHER EDUCATION (EYTE-TE)

Respondents suggested that:

1. The minimum qualification be C plus or its equivalent at Senior Secondary School
2. The graduates of EYTE shall be awarded a Diploma in Education in Early years
3. The duration for a diploma program will be 2 years of 2160 hours course work and 1080 hours of internship

# MIDDLE SCHOOL TEACHER EDUCATION (MSTE)

**It is recommended that;**

1. The minimum qualification be C plus or its equivalent at Senior Secondary School
2. Should have attained grade C plus in English and Kiswahili; and 3 other teaching subjects.
3. The duration for a diploma program will be 2 years of 2160 hours course work and 1080 hours of internship

# POST GRADUATE DIPLOMA AND BACHELORS OF EDUCATION IN SECONDARY TEACHER EDUCATION (STE)

## **It is recommended that secondary teacher education:**

1. Be offered as an integrated BEd program or post-graduate diploma.
2. The number of hours for BEd integrated content/academic program will be 252 hours per teaching subject (each candidate will study 2 teaching subjects) and a practicum of **2160 hours**.
3. For those opting for post graduate, they must have two teaching subjects acquired in the first degree.

# POST DIPLOMA IN TECHNICAL TEACHER EDUCATION (DTTE)

It is recommended that;

1. DTTE will be offered as a post diploma or post graduate programme to interested candidates who meet the following requirements;
  - a. Must possess a diploma or a bachelors in one CTS programme
  - b. Must have a minimum 3 years work experience in the relevant industry

# POST DIPLOMA IN SPECIAL NEEDS TEACHER EDUCATION (DSNTE)

It is recommended that;

1. DSNTE will be offered as a post diploma or a post graduate diploma programme to interested candidates who meet the following requirements;
  - a. Must possess a diploma or a bachelors in any Teacher Education programme
  - b. Must have a minimum 3 years teaching experience

# CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT (CPTD) FRAMEWORK

1. This will be anchored on similar foundations as the pre-service teacher education framework
2. While teachers acquire the foundations of content and pedagogical knowledge through their college and university pre-service teacher education programs, they are expected to continue their learning through a continuous professional development to ensure quality support for students' learning and achievement.

# GENERAL OUTCOMES SPECIFIC TO CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT

1. Re-affirms teachers, principals, and teacher educators' commitment to teaching profession through furthering and developing their professional knowledge, skills, attributes, and values.
2. Results in teachers, principals and teacher educators' engaging in ongoing professional learning, reflection on practice, and result to professional growth.
3. Re-affirms teachers, principals, and teacher educators' commitment to teaching profession through furthering and developing their professional knowledge, skills, attributes, and values.
4. Results in teachers, principals and teacher educators' engaging in ongoing professional learning, reflection on practice, and result to professional growth.

# DESIGN FOR THE CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT

1. Will be based on general teaching outcomes and Teaching Standards
2. Designed in form of Modules
3. Duration in terms of no. of hours and weeks has been suggested.



# MAPPING CPTD OUTCOMES TO STANDARDS AND MODULES

## General Outcomes

Results to a wide range of professional education and learning opportunities available for teachers to foster their individual and collaborative professional growth.

Provides a range of professional learning opportunities that teachers which have the potential to enhance student learning and performance.

Re-affirms teachers' commitment to teaching profession through furthering develop their professional knowledge, skills, attributes, and values.

Results in teachers' engaging in ongoing professional learning, reflection on practice, and result to professional growth.

## Teaching Standards

**1:** Teacher Has Knowledge Of A Competency-Based Curriculum And How To Implement.

**2:** Teacher Knows The Learners And How They Learn.

**3:** Teacher Knows The Subject Matter And How To Teach It.

**4:** Teacher Uses Assessment For, As And Of Learning To Guide Teaching And Learning.

**5:** Teacher Knows How To Create And Support Inclusive Learning Environment.

**6:** Teacher Promotes Professionalism Throughout The Career.

**7:** Teacher Knows And Promotes A Comprehensive School Health And Safety Environment.

**8:** Teacher Has Knowledge Of Identification And Utilization Of Learning Resources.

**9:** The Teacher Knows And Promotes Instructional Leadership.

## Teacher Professional Development Modules

**Module 1: Competency-Based Curriculum**

**Module 2: Teaching And Learning**

**Module 3: Knowledge and Pedagogy**

**Module 4: Assessment for/as/of Learning**

**Module 5 – Inclusive Education Practices**

**Module 6: Teacher Professionalism**

**Module 7: Comprehensive School Health And Safety**

**Module 8: Learning Resources**

**Module 9: Instructional Leadership**

# Annual Continuous Professional Teacher Development

Kenya Quality Teaching Standards (KQTS) and teacher competency indicators could become a basis for teachers to assess their areas of strength and identify a module (see No. 10) that is appropriate for professional learning and growth.

# ANNUAL TEACHER PROFESSIONAL DEVELOPMENT:



## CONCLUSION

1. It is intended that there will be a link between the pre-service teacher Education and the continuous professional teacher development through the Quality teaching standards
2. Completion of the CPTD modules could be a basis for recertification and possible upgrade of teachers



