

Research agenda for teacher education in Africa

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Background

- Research and innovation are critical components of development.
- Africa is the continent with the least research output.
- A recent survey indicated a dearth of research on Teacher Education in Africa.
- The quality of teacher training is low.

Challenges

- Demand and supply of quality teachers - teacher shortage
- Teacher qualifications/pre-service characteristics
- Low number of female teachers
- Quality of Teacher Education and INSET programmes
- Salaries, conditions of service and status of teachers; large classes
- Effective and innovative use of new and conventional technologies - ICT, OERs

Challenges of Teacher Education



Focus

- African research should be **about** and **for** development. Research should therefore be at the centre of the development process. The context of development should be generative.

Africa's teacher education challenges, although herculean, provide a great opportunity and a fertile ground for research

Research and innovation solutions...



... in response to challenges



Direction of research in TE

- Research in teacher education should:
- identify new ways to increase and sustain access, quality and outcomes of teacher education
- promote evidenced-based policy dialogue leading to improvement in teacher development
- synthesise what is already known, generate new empirical insights, and project its activities and findings to a comprehensive range of stakeholders in teacher education.

Educators need to know how, for example, teacher quality and demographic variables interact in the classroom to influence student learning.

ACTIVITY

What are priority research issues in teacher education?

Identify different areas of research in teacher education.

Are these priority areas of research in teacher education?

- Identifying specific factors in TE that contribute to improved student performance
- Study of the complex relationships among teaching strategies of teacher educators, beginning teachers' practices and pupils' learning?
- Effectiveness of policy mechanisms, such as accreditation, quality assurance, certification, teacher testing on teacher learning, teacher practice and student learning
- Effect of preparing teachers for rural areas and their actual practice.

- Studying the effectiveness of preparing teachers to teach the various subjects
- Effect of teacher demographics and teacher distribution among schools on achievement
- How to prepare teachers to work children with disabilities
- Comparison of retention and attrition rates of teachers prepared through various routes into teaching
- Effect of certain strategies, eg. Mentoring in enhancing achievement of particular aspects of student and teacher learning and the conditions facilitating this learning.

- Effect of course work in subject areas and in the foundations of education on teacher performance
- Effect of methods courses and practicum on teacher and student performance

THANK YOU