

Universities preparing prospective teachers to teach large classes with limited resources – challenges and possibilities

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Background/context on large classes and limited resources

- Large under resourced classes in South African schools – the big picture!
- Teacher education – then/before/the past!
- Teacher education at UKZN – now/what is?

Universities preparing prospective teachers to teach large classes with limited resources

- Literature review
- The business of universities
- Universities and teacher education – tensions
- Universities – preparation of prospective teachers to teach large classes with limited resources

Challenges facing universities – preparing teachers for large classes with limited resources

- As recipients of state funding will need to reconfigure and embraced its role as the foremost provider of teachers
- Become responsive towards the urgent educational need of preparing prospective teachers to teach large classes in under resourced schools
- Teacher educators at university level must be empowered with knowledge and skills so as to prepared prospective teachers to teach large classes in under resourced schools
- A clear plan or strategy must be implemented on how universities intend preparing prospective teachers to teach large classes in under resourced schools
- Partnerships and greater connectedness must be sought with schools, government and interested and concerned parties preparing teachers across Africa so as to find the best possible means and ways in preparing prospective teachers to teach large classes in under resourced schools

Possibilities within universities which could aid the preparation of prospective teachers to teach large classes in schools with limited resources?

- Pool of knowledge and ability that exists within universities on how to teach large classes must be harnessed
- The enormous research capacities that are to be found in universities must be encouraged to investigate issues surrounding teaching large classes in under resourced schools
- Issues of social transformation and social justice that are already on the forefront of the agenda of universities must be broadened to include issues around preparing prospective teachers to teach large classes in under resourced schools
- Research into preparing prospective teachers to teach large classes in under resourced schools must be prioritised and suitably funded
- Teachers and teacher educators with the expertise in preparing prospective teachers to teach large classes in under resourced schools must be affirmed and utilised

CONCLUSION