

**Theme: Teaching in a Changing Africa**

**Topic: Effectiveness of Teacher Advisory Centres (TACs) in Teacher Professional Development (TPD) in Nairobi County.**

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## **Background**

- **Education is engine of development**
- **Teacher quality determines education quality**
- **TACs were developed in Kenya in the 1970s for TPD**

## **Teacher Professional Development (TPD)**

- **Globally TPD is treated as critical**
- **'Whoever dares to teach must never cease to learn'**

## **Statement of the problem**

- **TACs tended to be ineffective in TPD.**
- **Primary school teachers seemed to lack access to TPD**
- **How effective are TACs in TPD?**

## **Research questions**

- ▶ **To what extent do TACs conduct in service courses and visit schools for TPD?**
- ▶ **What challenges and issues do TAC tutors face in TPD effort?**
- ▶ **To what extent do teachers' classroom practice reflect outcome and impact of continuous TPD?**

## **Theoretical Framework**

- **Shulman (1986) theory**
- **Teachers to simultaneously confront content and pedagogy issues.**

## **METHODOLOGY**

- ▶ **Research Design:** descriptive survey design.
- ▶ **Study Location:** Nairobi County
- ▶ **Subjects:** The TAC tutors, teachers, KIE officers
- ▶ **Research Instruments:** interview and observation
- ▶ **Sampling Procedure:** Simple random sampling
- ▶ **Data Analysis:** Descriptive statistics

## **Findings of the Study**

- **Most schools (between 8-10 out of 15 schools) had not visited by TAC tutors in a school term**
- **TAC tutors conduct administrative activities (not TPD)**
- **Lack of TAC facilitation in TPD though trained**
- **Teacher centred teaching approach**
- **Demotivated TAC tutors**

### Some difficulties faced by a TAC tutor

- When asked how the work without facilitation a TAC tutor said:  
 'I obey the superiors and attempt everything and end up doing a shoddy job'. 'I trek to schools to observe teachers where possible, pay my own fare to schools i visit, hire taxis and boda boda ( motor bike or bicycle) to visit schools, air grievances to City Advisor of schools, visit very few schools and also buy stationery at my own expense, pay for typing services, use my own personal computer, borrow stationery and other facilities from the host school and store documents at my home to ensure their security'

### Findings Contd

**TAC TPD rated at 40%**

**In a 30-35 minute lesson, rating was as shown:**

<b>ACTIVITY</b>	<b>LESSON TIME (%)</b>
<b>Lecture</b>	<b>80</b>
<b>Questions and answers</b>	<b>12</b>
<b>Group work</b>	<b>4</b>
<b>Individual work</b>	<b>2</b>
<b>Discussion</b>	<b>2</b>

## **CONCLUSION**

- **TAC tutors tend to be ineffective in TPD**
- **Teachers' classroom practice did not reveal outcome and impact of TPD**
- **No sustained effective TPD programme**

## **Recommendations**

- Relieve TAC tutors of MOE administrative duties**
- Facilitate TAC tutors: resources, clear role, training**
- Establish an organizational structure with clear career path for TACs**
- Facilitate roll out of TAC tutors' training to teachers**
- TPD providers to work in collaboration**

**End**