From Prospective to Prepared Teacher: Building Effective Initial Teacher Education (ITE) Systems

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unesco
International Institute
for Capacity Building
in Africa

LEARNING SYSTEMS INSTITUTE
FLORIDA STATE UNIVERSITY

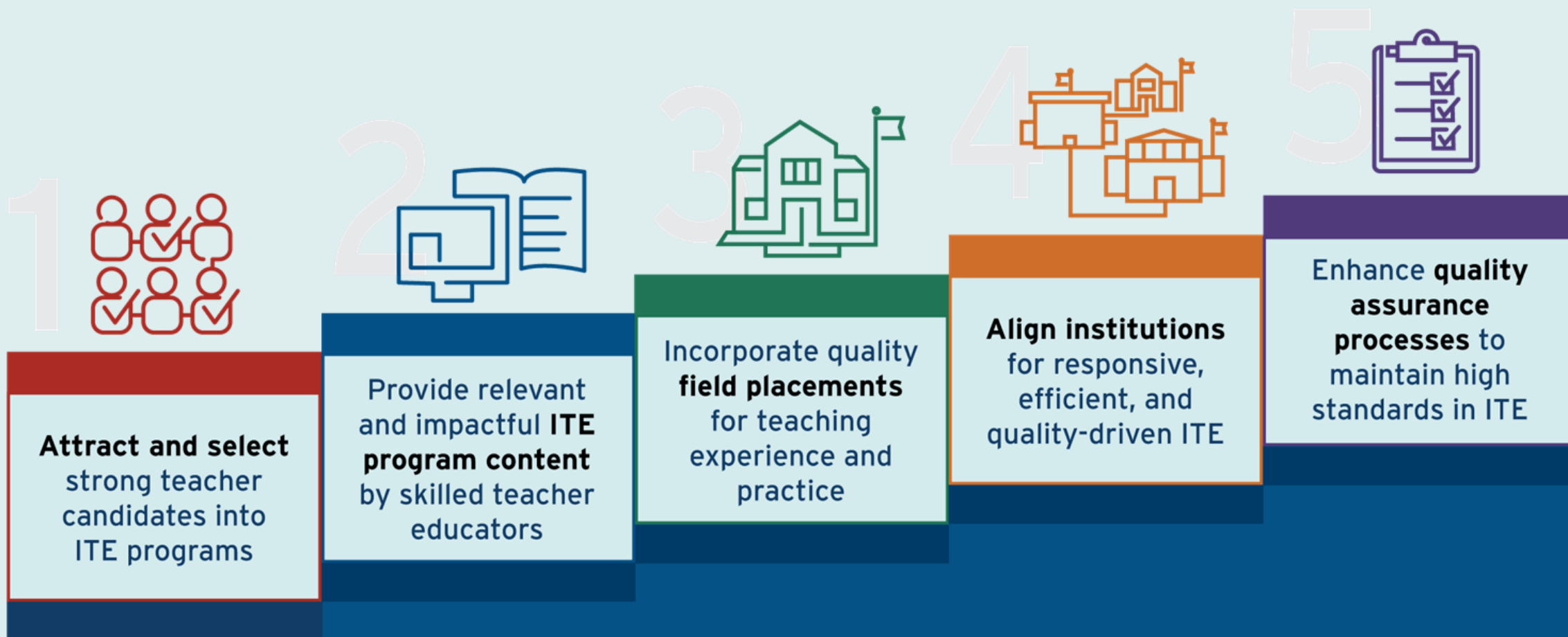**1** Attract and select strong teacher candidates into ITE programs

2 Provide relevant and impactful **ITE program content** by skilled teacher educators

3 Incorporate quality **field placements** for teaching experience and practice

4 Align institutions for responsive, efficient, and quality-driven ITE

5 Enhance **quality assurance processes** to maintain high standards in ITE
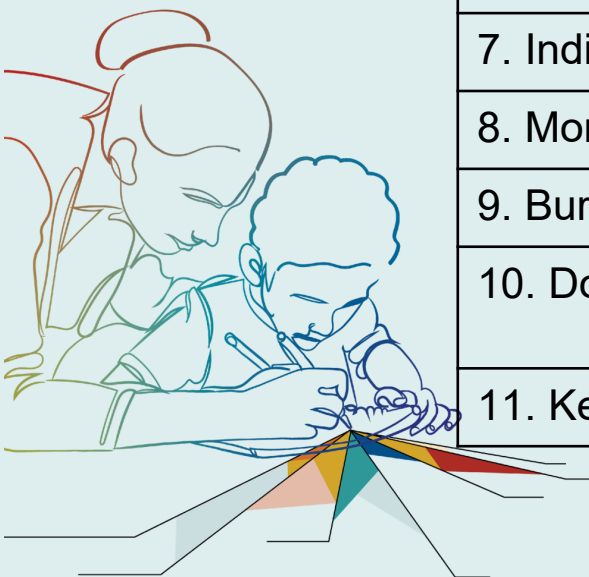
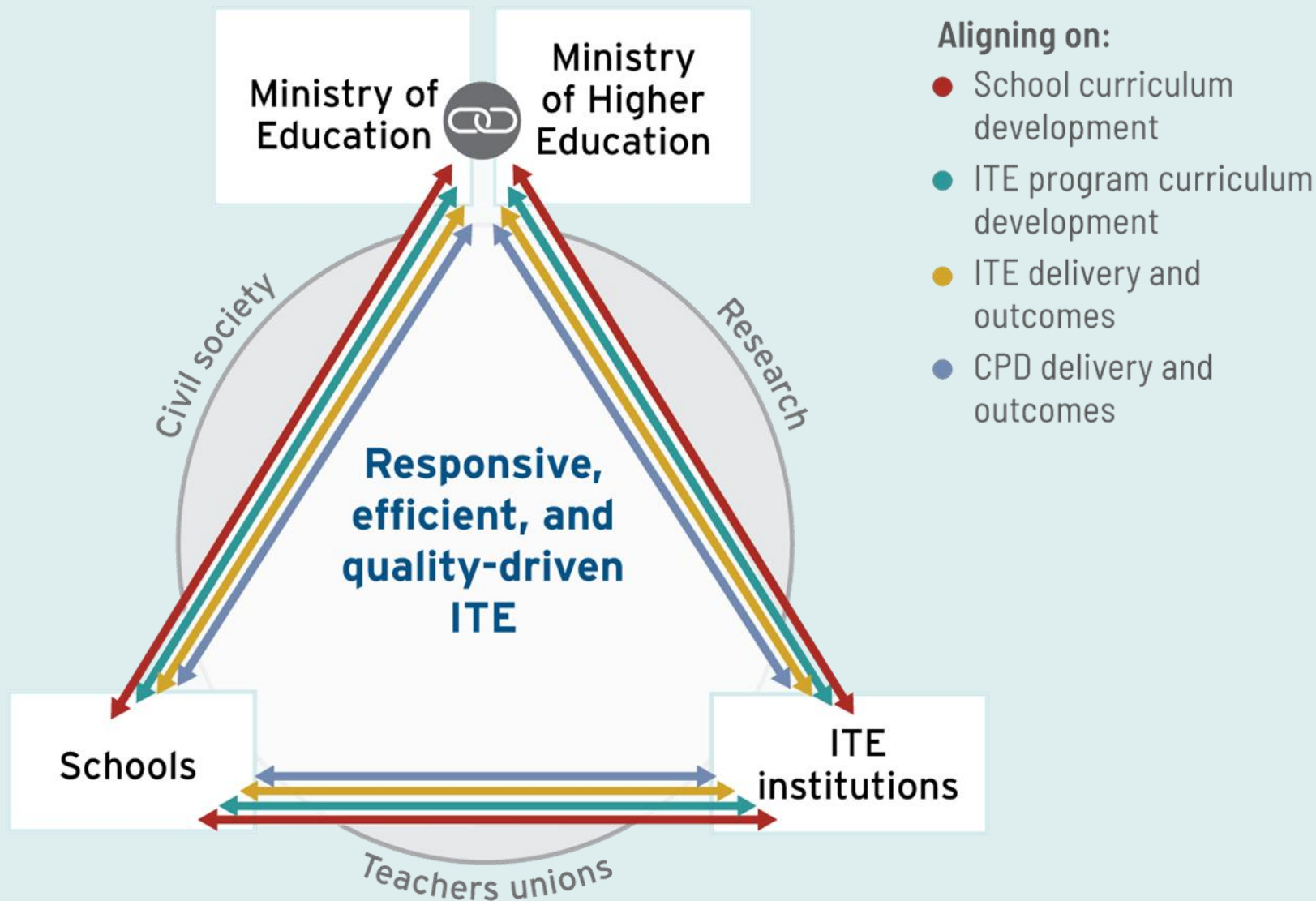# 5 Key Principles for Building an Effective ITE System

From Prospective to Prepared Teacher:
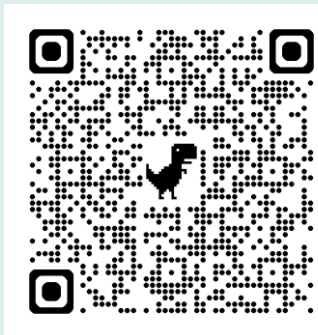# Initial Teacher Education Case Studies from Around the World

1. Bahrain	Strategic Investments in a National Teachers College
2. Zambia	ITE Reforms with a Focus on Foundational Learning
3. Vietnam	Transforming Teacher Education Over Three Generations
4. Ghana	Coordinated Efforts to Develop a Shared ITE Curriculum
5. Chile	Strengthening ITE through Accreditation Processes
6. Finland	Building an Excellent ITE System
7. India	Revitalizing ITE through District Institutes of Education
8. Morocco	Teacher Education, Attraction, and Selection
9. Burkina Faso	Reforming K-6 ITE
10. Dominican Republic	Strengthening the Teaching Profession through ITE Reforms
11. Kenya	A Systems Approach to Strengthening ITE

https://www.worldbank.org/en/topic/teachers/publication/prepared-teachers-global-study-of-initial-teacher-education

Aligning Institutions for Improved Initial Teacher Education

Aligning on:
- School curriculum development
- ITE program curriculum development
- ITE delivery and outcomes
- CPD delivery and outcomes

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STATE DEPARTMENT FOR BASIC EDUCATION
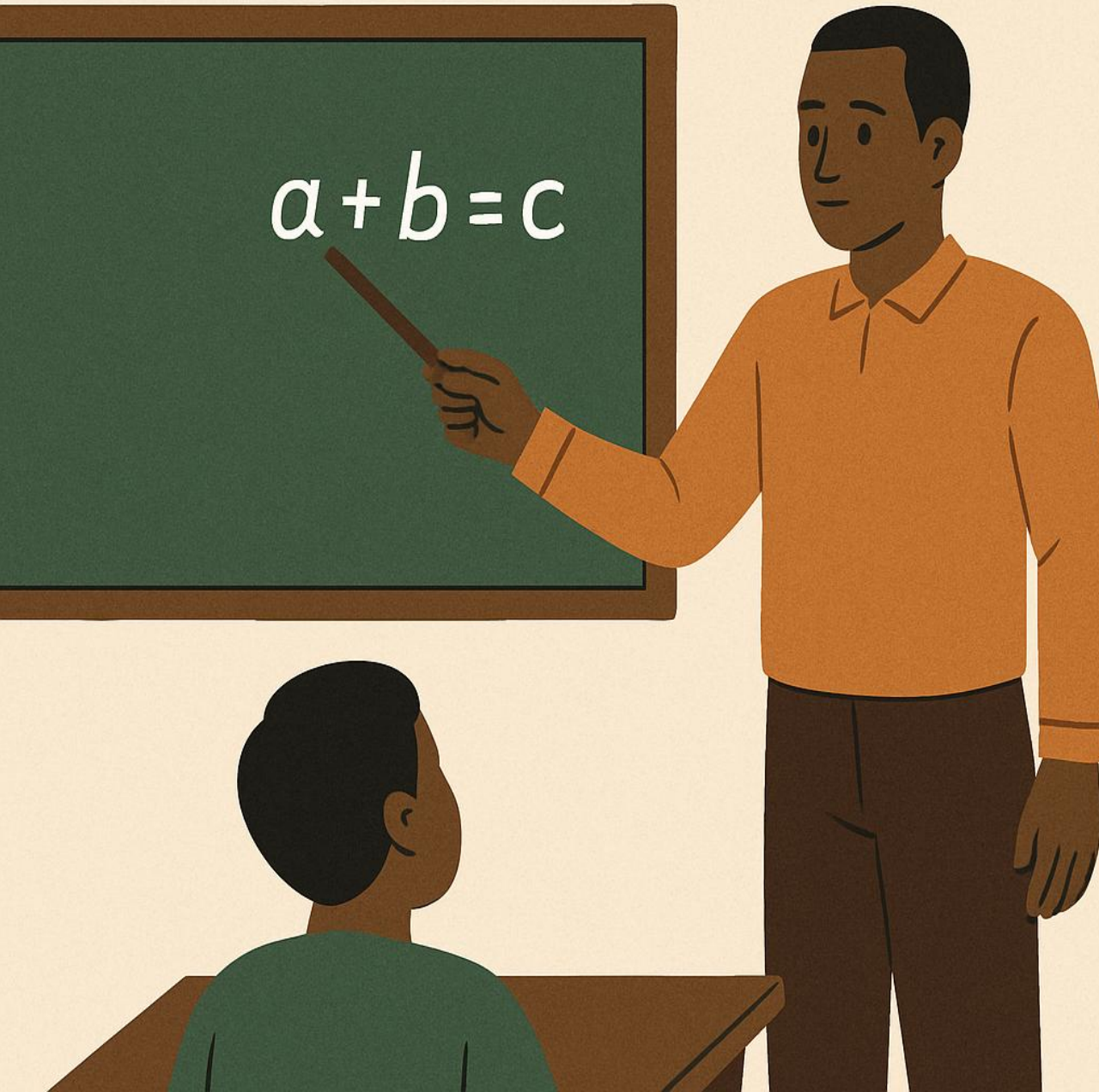
REFORMS IN INITIAL TEACHER EDUCATION
(PRE-SERVICE)

Dr. Elyas J. Abdi

Director General of Education

REFORMS IN INITIAL TEACHER EDUCATION
(PRE-SERVICE TE)
KENYAN CASE

TEACHER TRAINING

CURRICULUM

PRACTICUM

QUALITY ASSURANCE

The introduction of the Competency-Based Curriculum (CBC) significantly transformed teacher education in Kenya.

Under the previous curriculum:
i. Teacher preparation largely emphasized content mastery aimed at passing examinations.
ii. Pedagogical approaches, classroom practices, and assessment methods were predominantly teacher-centred.
iii. positioning the teacher as the primary source of knowledge and the learner as a passive recipient.

SHIFT TO CBE

- With the shift to CBC, educators encountered challenges in adopting transformative pedagogies that prioritize learner engagement, hands-on activities, and participatory learning.

- The curriculum's focus on competencies and values—rather than rote knowledge—represented a paradigm shift that required teachers to rethink instructional strategies and assessment frameworks.

REFORMS IN INITIAL TEACHER EDUCATION

- A comprehensive retooling program through multi-agency collaboration involving the Kenya Institute of Curriculum Development (KICD), the Kenya National Examinations Council (KNEC), and the Ministry of Education (MoE).

- School heads played a pivotal role in sensitizing parents to the curriculum reforms, particularly the enhanced parental engagement component

REFORMS IN PRE-SEVICE TEACHER EDUCATION
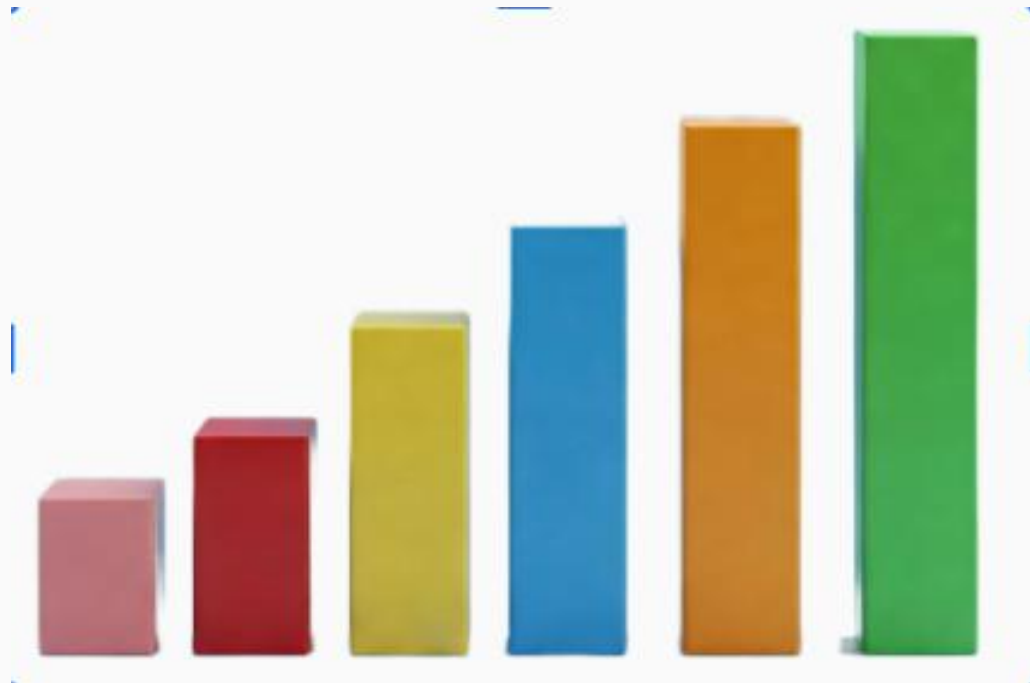
- Revising Primary school ITE qualification and entry.
- Revamping Primary and pre-primary teacher education ITE curriculum by introducing a Diploma in Teacher Education.
- Increasing the teaching experience and introduction of internship for qualified teachers.
- Introducing Microteaching at ITE programs for primary and pre-primary levels
- Integrating ICTS and digital literacy skills in ITE
- Quality assurance and standards

REFORMS IN ITE IN KENYA

- Teacher education curricula in training colleges were revised to equip pre-service teachers with the pedagogical skills, attitudes, and values necessary for effective CBC implementation.

- This included training in learner-centred methodologies, formative assessment techniques, and inclusive education practices aligned with the CBC framework

FROM THEORY TO PRACTICE IN ITE KENYA

- Student teachers in Kenya are trained in accredited Teacher Training Colleges, where they undertake a Diploma in Teacher Education.

- The curriculum for this program has been carefully designed to mirror the learning experiences in primary schools, incorporating extensive hands-on activities that reflect the principles of the Competency-Based Curriculum (CBC).

FROM THEORY TO PRACTICE IN ITE KENYA

- Assessment of teacher trainees is conducted through a blend of practical projects, online written evaluations, and formative assessments.

- This multimodal approach ensures that trainees are not only evaluated on theoretical knowledge but also on their ability to apply pedagogical skills in real-world contexts.

Experiential Components of ITE in Kenya
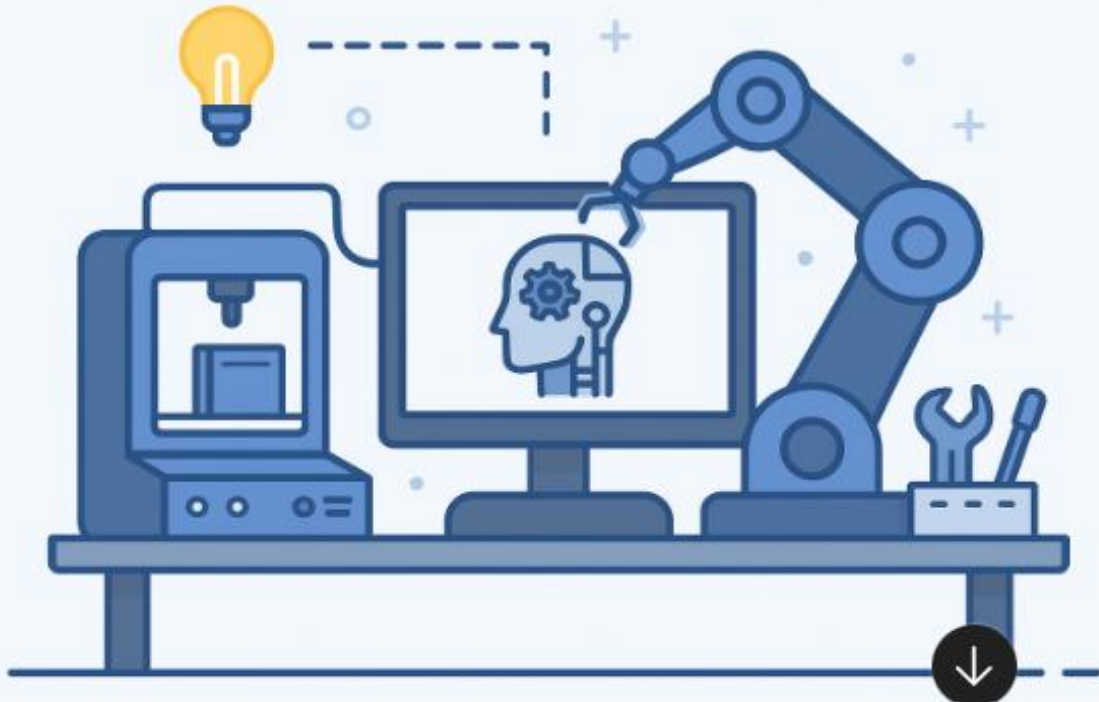
- **Micro-Teaching (1 Term):** Conducted within the college to simulate classroom practice and refine instructional techniques.
- **Practicum I – Mentorship (1 Term):** Placement in a primary school under the guidance of experienced teachers to observe and participate in CBC implementation.
- **Practicum II – Independent Teaching (1 Term):** Full engagement in classroom teaching, allowing trainees to apply CBC-aligned methodologies independently .
- **Introduction of one year Internship for qualified teachers**

ITE DIGITAL TRANSFORMATION (I-HUBs)

1. Tutor Laptops.
2. A simple studio.
3. ICT Lab.
4. DLP Lab.
5. Smart classes.
6. TTC Campus Networks.
7. SNE Devices.

MINISTRY OF EDUCATION
REPUBLIC OF KENYA
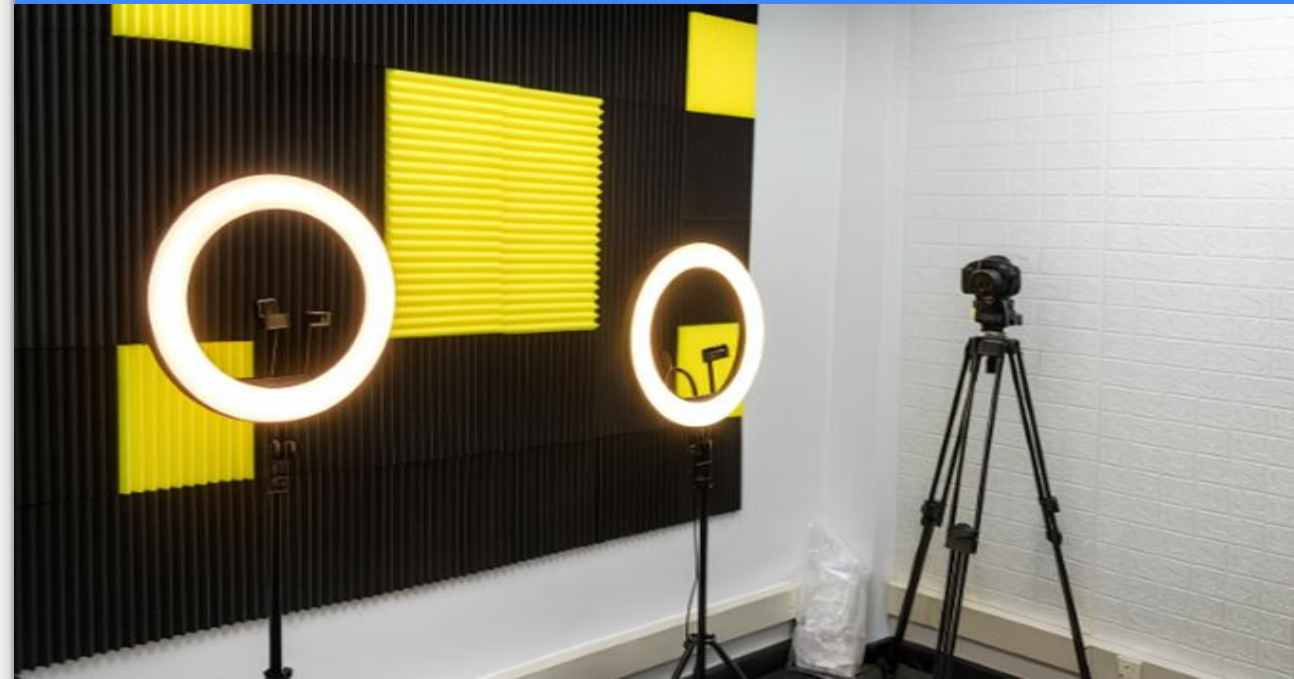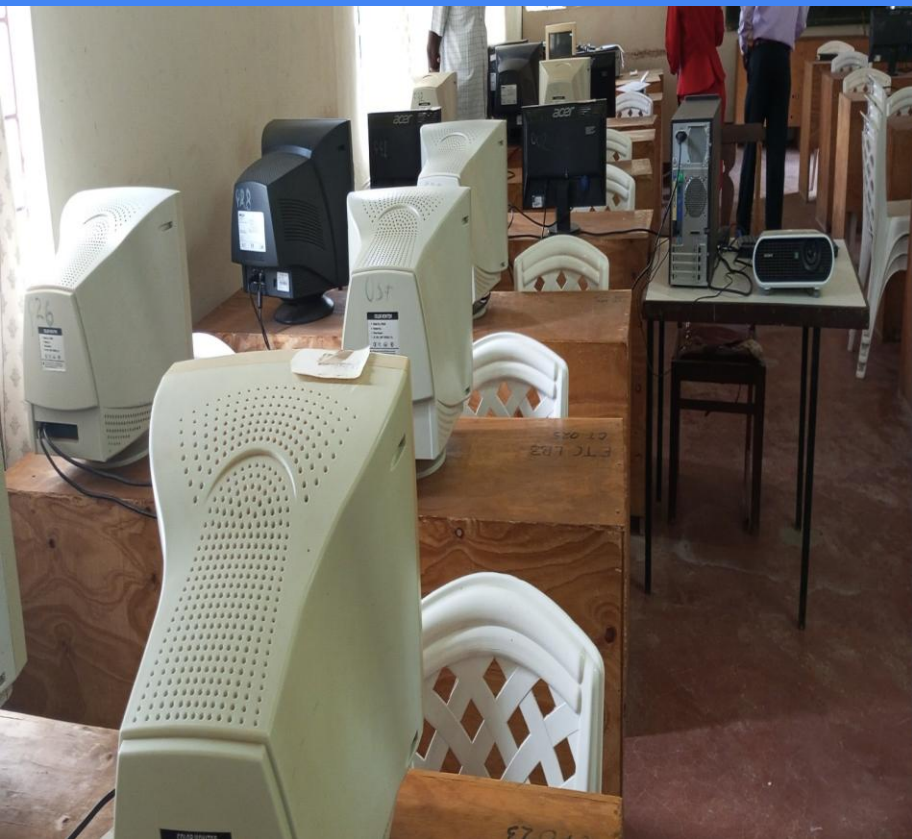
All 35 TTCs

Before Interventions

After Interventions

Agenda

- Introduction to Transforming Teacher Education
- Study Methodology
- Findings
- Summary and Implications

USAID Transforming Teacher Education Activity: Motivation

- Investments in foundational literacy were not reaching pre-service teacher education

- Lack of alignment between schools and colleges/universities in materials and pedagogy

- Lack of preparation to teach PSTE and relevant experience among lecturers

- New teachers enter schools "looking rusty"

Activity Objectives

Standardize, align, and link practical, evidence-based, pre-service teacher training and content with primary school literacy curriculum

Equip teacher educators with the skills and experience necessary to deliver effective instruction to teachers in training

Equip pre-service teachers with the professional skills necessary to deliver quality literacy instruction in primary school

Research Questions

1. Do pre-service teachers completing their school experience (practicum) who were trained in TTE-partner colleges have better content area knowledge about early grade reading than pre-service teachers from other colleges and universities?

2. Do pre-service teachers completing their school experience (practicum) who were trained in TTE-partner colleges have better classroom management skills than pre-service teachers from other colleges and universities?

3. Do pre-service teachers completing their school experience (practicum) who were trained in TTE-partner colleges exhibit better content-specific pedagogy for early grade reading than pre-service teachers from other colleges and universities?

4. What are the perspectives of student teachers on their preparation for the classroom, and to teach early grades literacy specifically?

Methodology

- Mixed methods, quasi-experimental design with non-equivalent groups
  - Quantitative observation and knowledge assessment data
  - Qualitative semi-structured interviews

Sampling

- 6 colleges in 3 provinces—one TTE and one private college in each province

- 305 student teachers (71% female) observed
  - 202 knowledge assessments
  - 82 individual interviews (65% female)

- 56 school experience placement schools
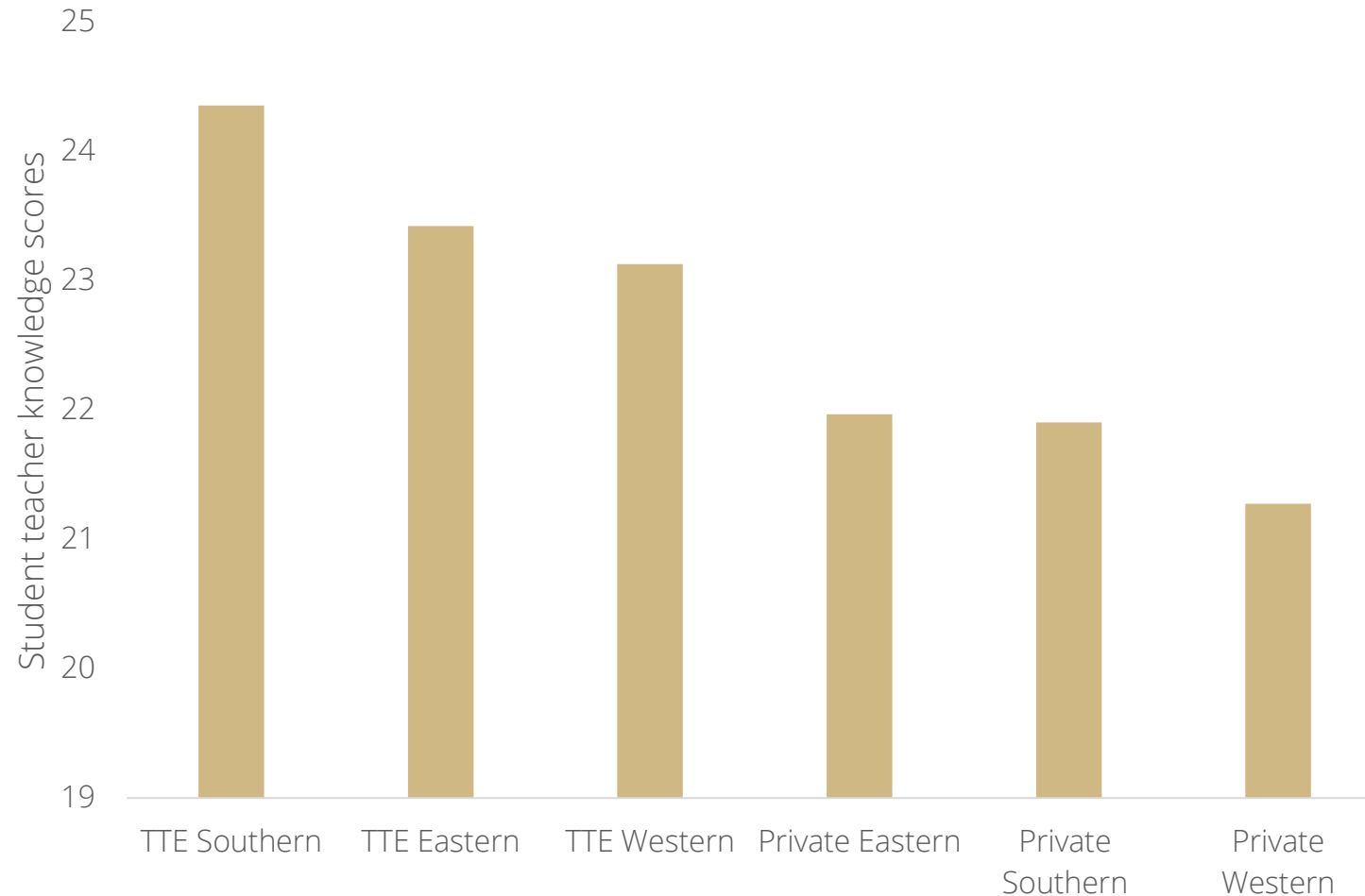 - Most schools had TTE *and* comparison group students

Data collection tools

- Observation rubric
  - General pedagogy/classroom management
  - Literacy-specific pedagogy
- Knowledge assessment (35 items)
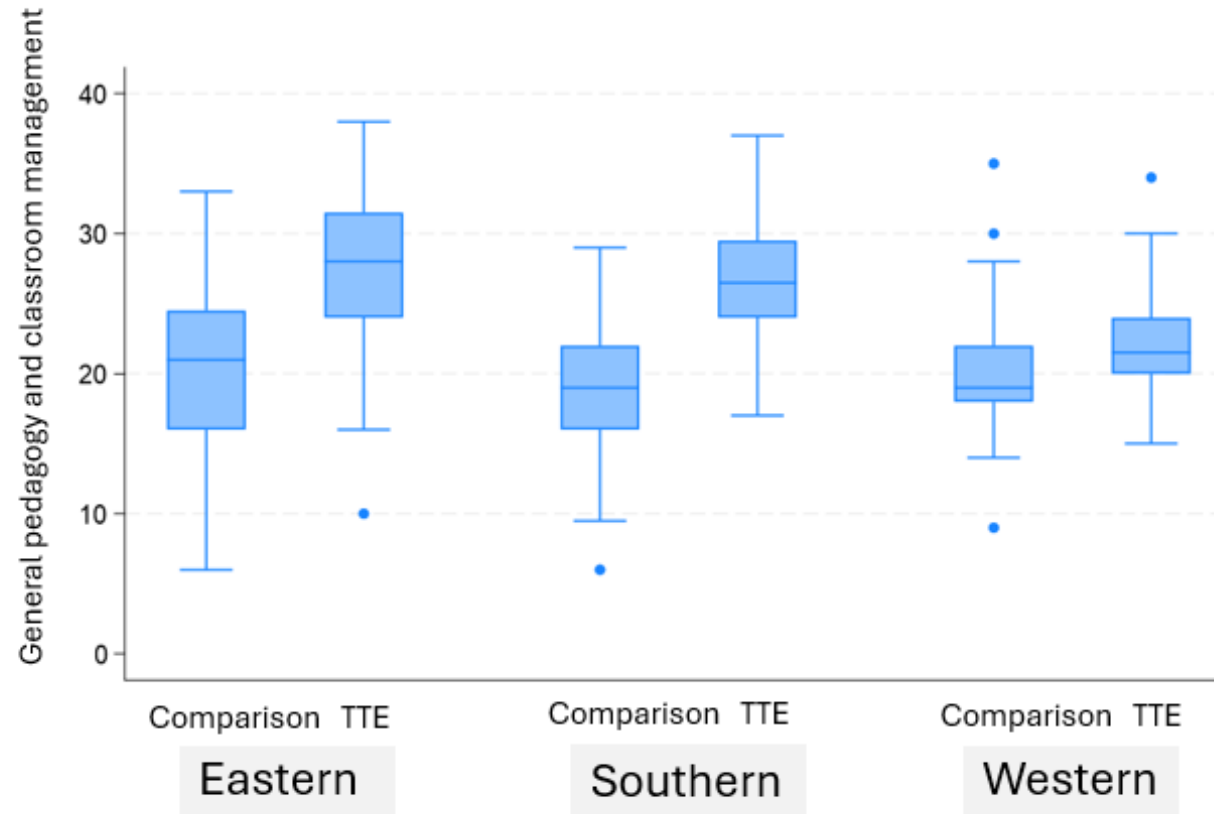- Interview protocol

Findings: Content Area Knowledge

TTE mean score: 23.7
Private mean score: 21.7

The difference is statistically significant (p<.001)
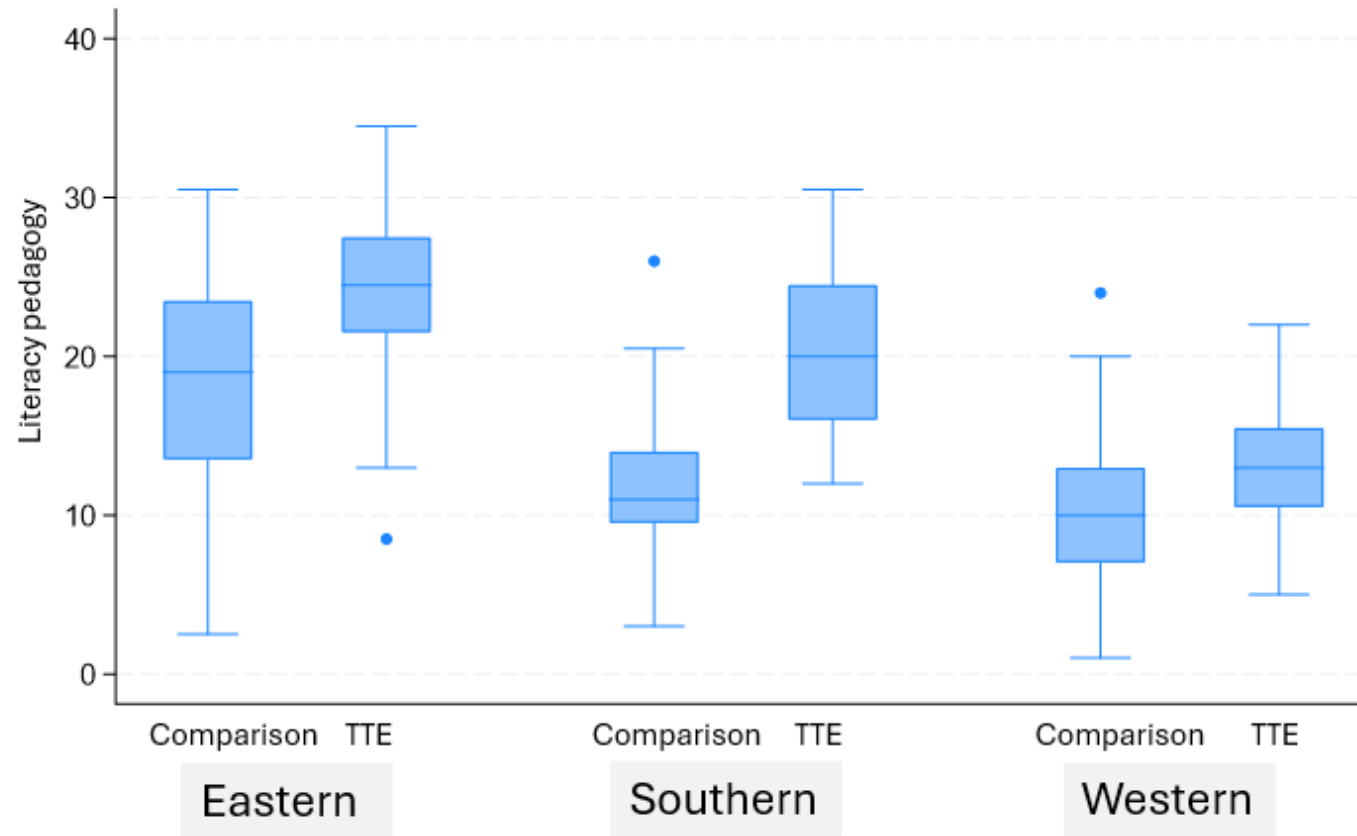
Findings: Classroom Management

Findings: Classroom Management

	General Pedagogy (Model 1)	General Pedagogy (Model 2)
TTE	**0.927*****	**0.967*****
	(9.12)	(9.73)
Total pupils		**-0.009****
		(-2.80)
Eastern		**0.495*****
		(4.14)
Southern		**0.248***
		(2.00)
_cons	-0.468***	-0.329
	(-6.48)	(-1.86)
N	305	305
R^2	.215	.277

Findings: Content-specific Pedagogy

Findings: Content-specific Pedagogy

	Literacy Pedagogy (Model 3)	Literacy Pedagogy (Model 4)
TTE	**0.841*****	**0.861*****
	(8.08)	(10.22)
Total pupils		**-0.007***
		(-2.51)
Eastern		**1.313*****
		(12.94)
Southern		**0.529*****
		(5.04)
_cons	-0.424***	-0.741***
	(-5.74)	(-4.94)
N	305	305
R^2	.178	.480

Findings: Student Teacher Perspectives

Overall Experience, Preparedness & Confidence

- College preparation for classroom teaching
- Placement process and school experience (SE) orientation
- Confidence while teaching, and literacy teaching confidence
- Instances of lack of confidence
- General impressions, positive and negative experiences

Support and Observations

- Supervisor lecturer contact and section
- Cooperating/Mentor Teacher (CT/MT) involvement
- Teaching observations: Supervising Lecturer + CT/MT

Challenges in the Classroom and Teaching Context

- Challenges in teaching, including large class sizes, teaching & learning materials (TLM) and other challenges
- Language of Instruction (LOI): student teacher–issues; learner-related issues

Summary and implications

- TTE coefficients are sizeable and stable across outcomes and models

- Findings suggest spillover of literacy-specific intervention to general pedagogy

- Models explain a high proportion of variation, especially for literacy-specific pedagogy

- Class sizes influence pedagogy

Implications

- This study design does not allow for causal claims, but provides supportive evidence for an association

- Proof of concept: Holistic reforms to initial teacher education at the college level can quickly influence student teacher performance

Acknowledgements

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Questions?

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