

Communities of Practice: Online Teacher Capacity Development for Inclusive Education in Secondary Schools in Kenya

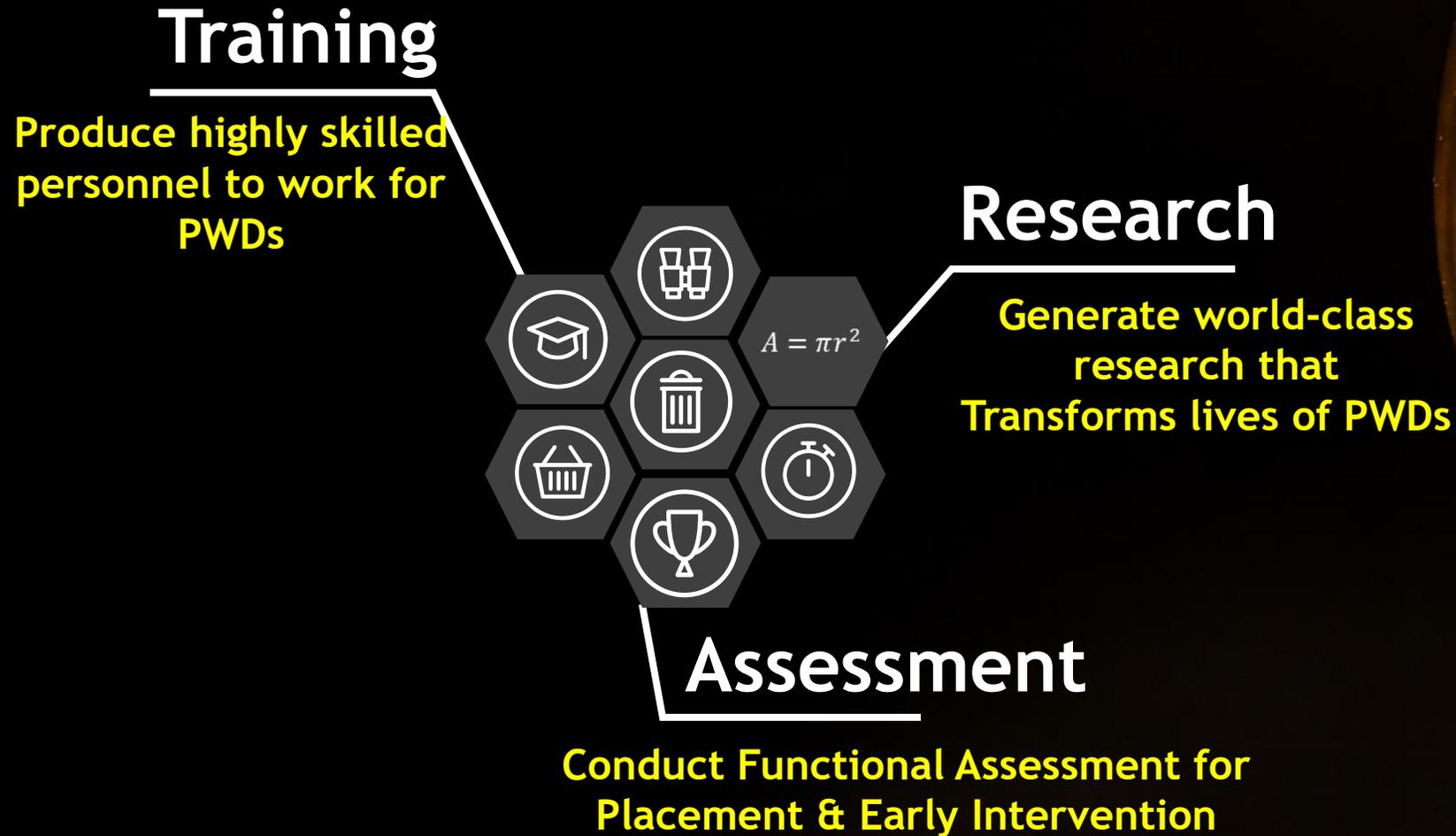
EE4A

Evidence-based Education Reforms for Sustainable National Transformation

Lydia Chege, Samuel Juma & Fridah Kiambati
Kenya Institute of Special Education (KISE)



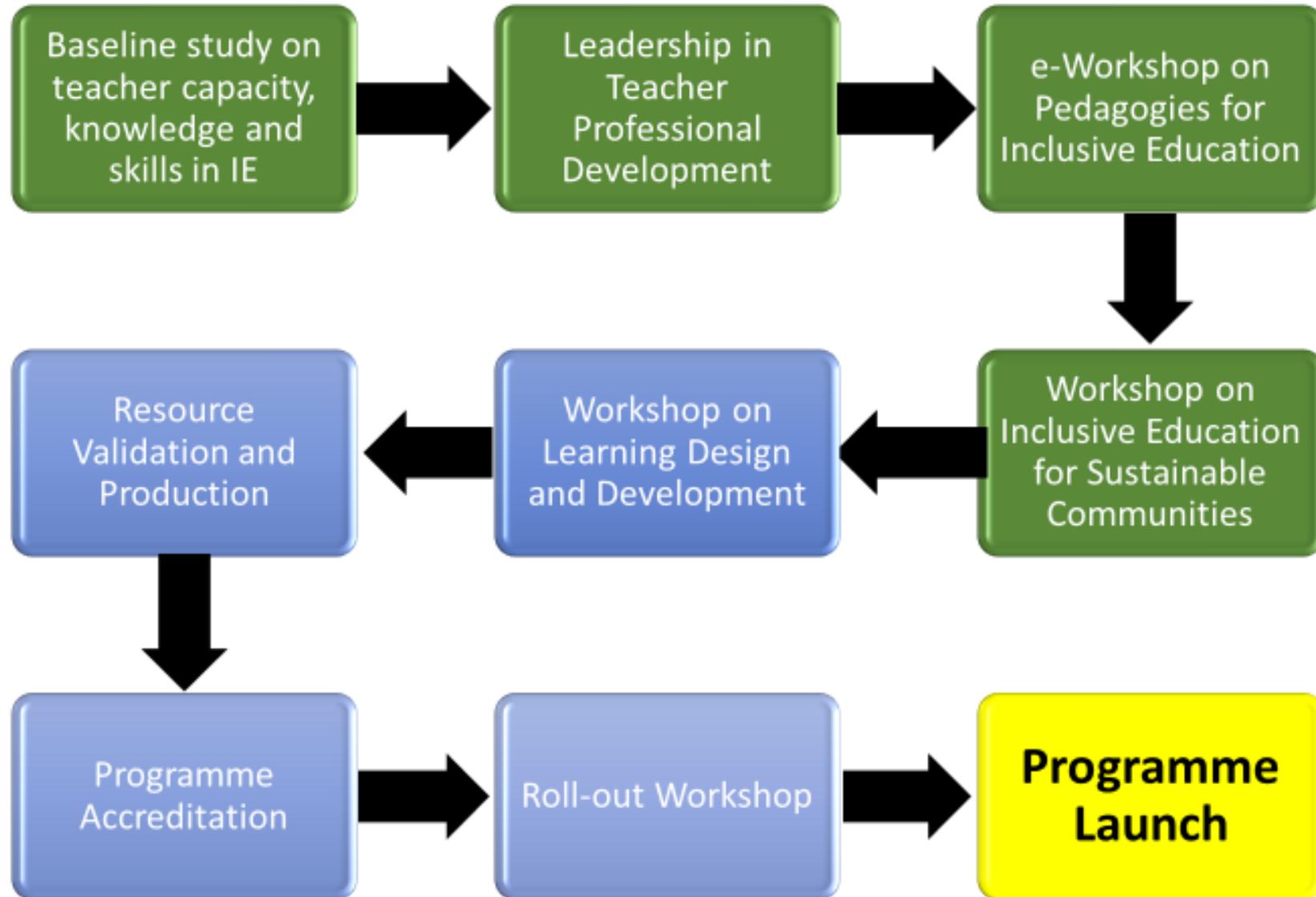
What is KISE striving to do?



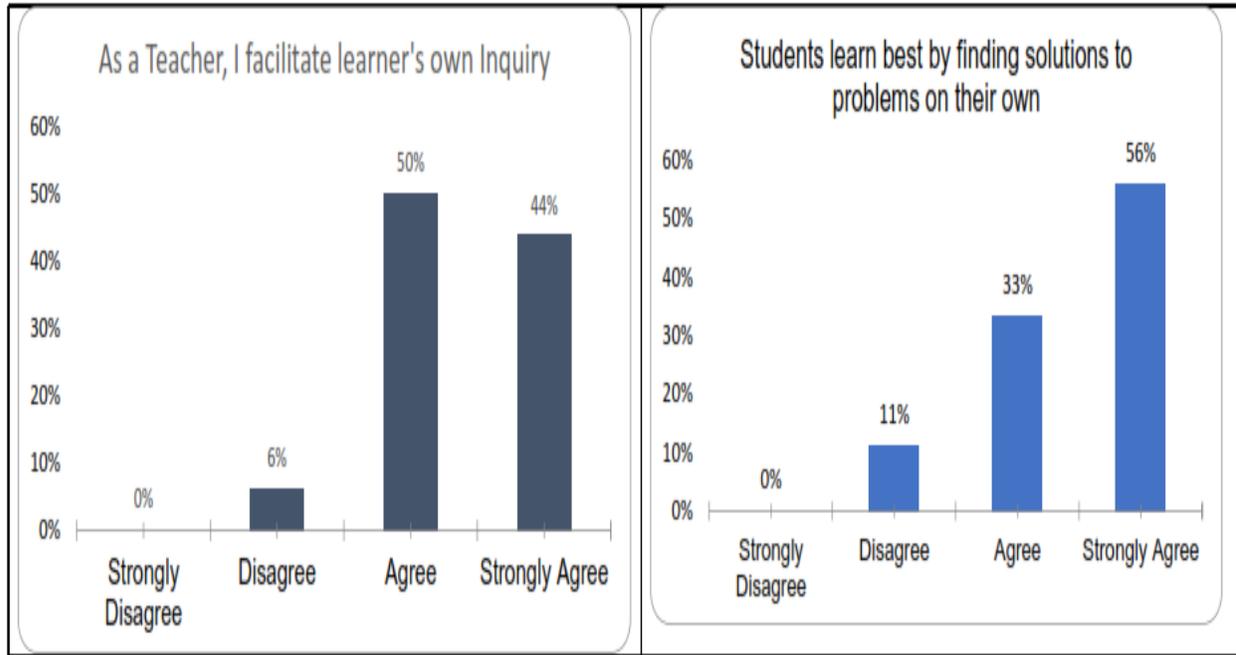
Purpose of the Study

- ◆ The purpose of this study is to propose approach to improve teacher quality and learning outcomes in secondary schools through Inclusive Education practices, a School-Based Teacher Development (SBDT) programme, also known as ‘Teacher Futures Kenya’

Overview

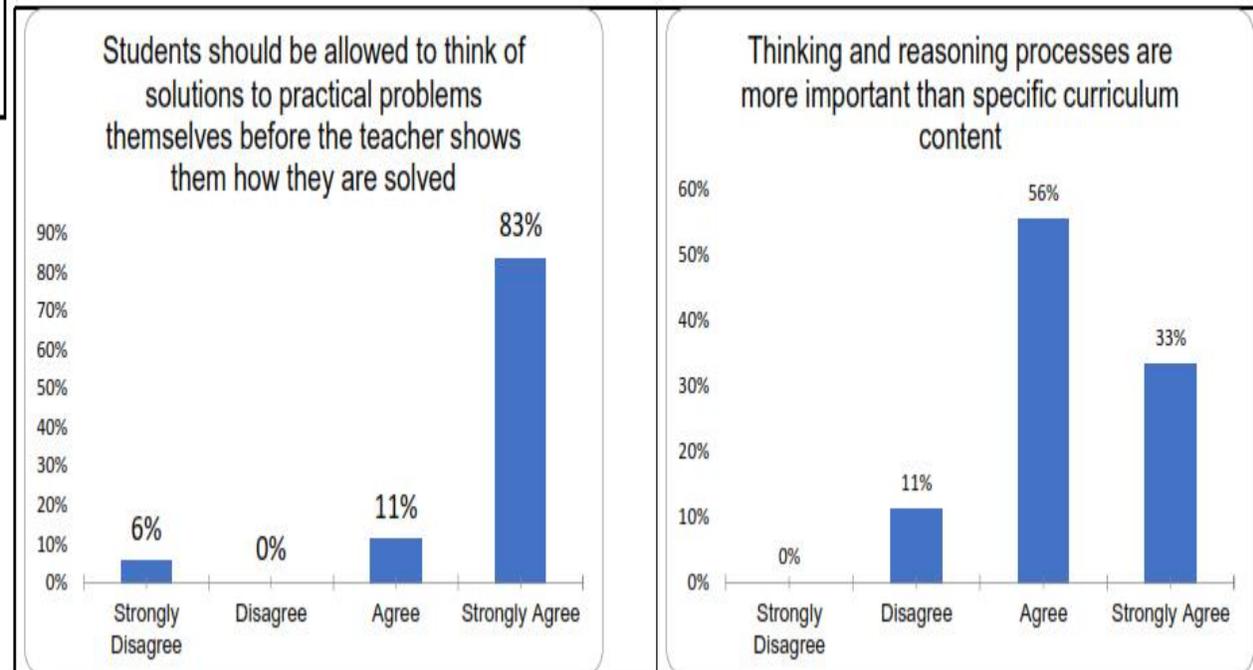


Teacher attitudes on teaching and learning



Teachers were asked to comment on how they facilitate learning process. The figures shows a summary of teachers responses .

Teachers' attitude were also evident through their attempt to identify needs, and intervention schemes

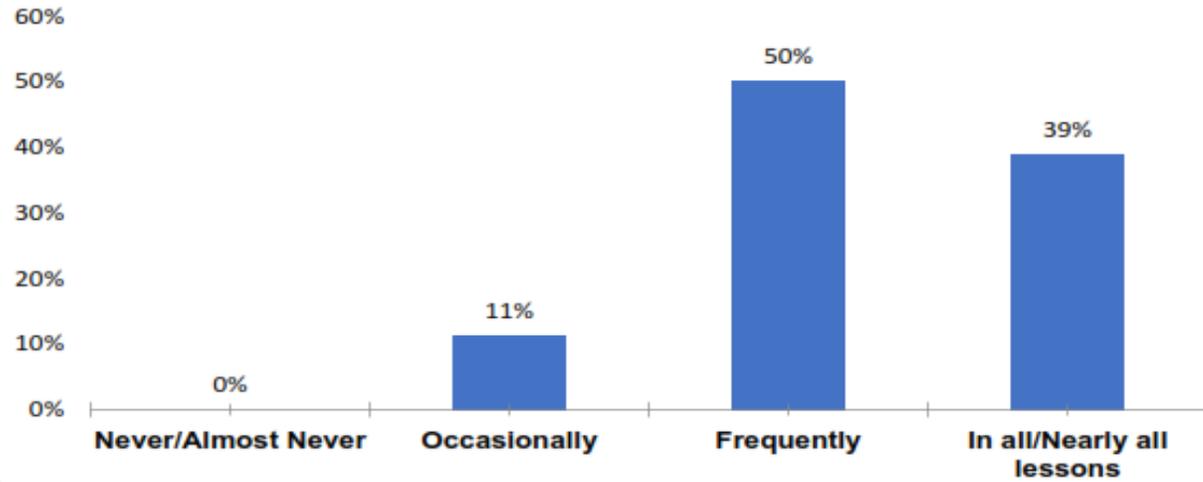


Summary on teacher attitude...

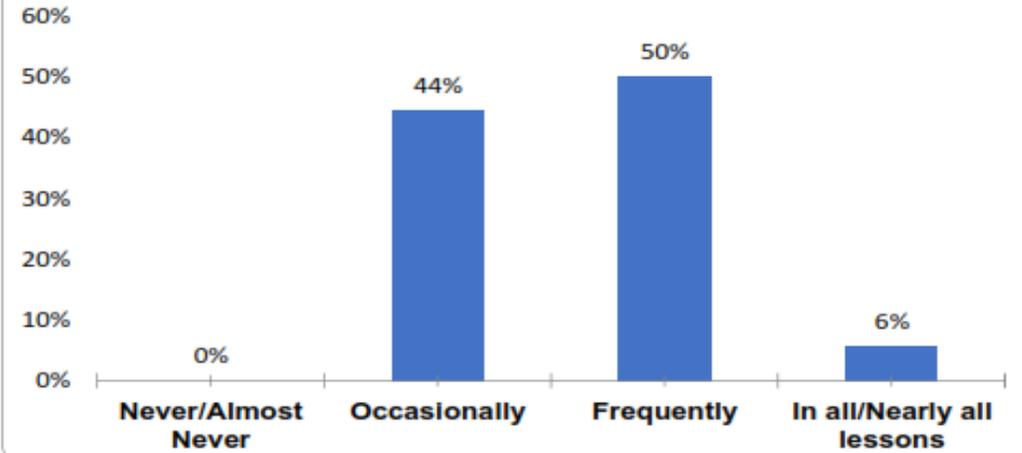
- ◆ Majority of teachers agreed that;
 - ❑ They consciously facilitate learner's own inquiry
 - ❑ Students learn best by finding solutions to problems on their own
 - ❑ Students should be allowed to think of practical solutions to practical problems before teacher's guidance
 - ❑ Thinking & reasoning is more important than actual curriculum content
- ◆ The above responses indicate acceptance of transformative ideas to teaching and learning in Kenya

Current teacher classroom practices

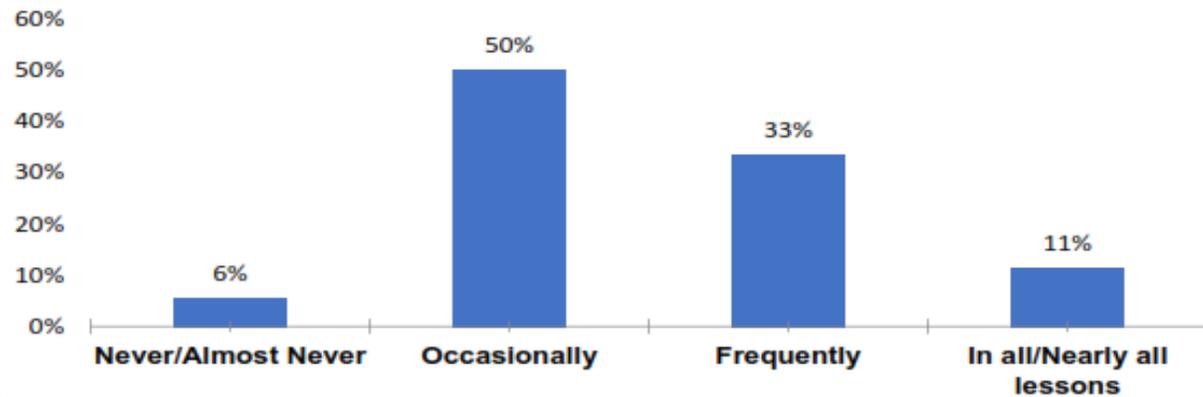
I present a summary of recently learned content



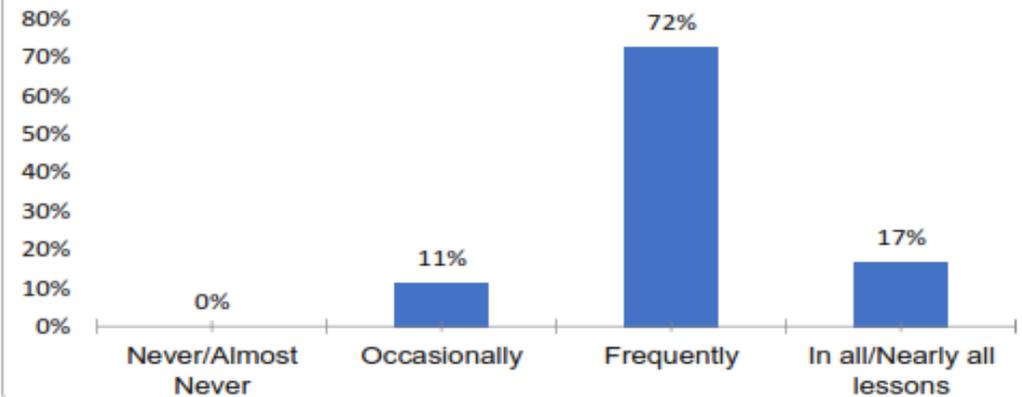
Students work in small groups to come up with a joint solution to a problem or task



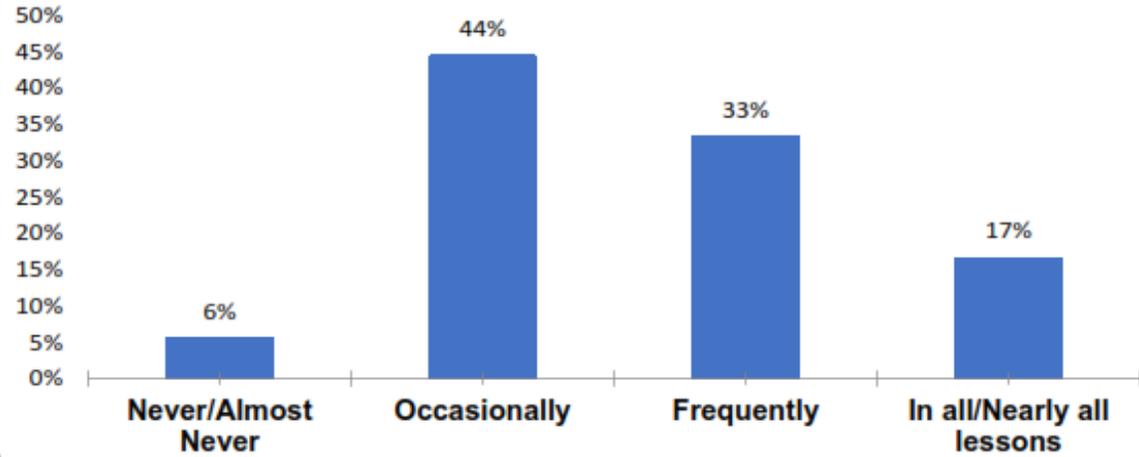
I give different work to the students who have difficulties learning and/or to those who can advance faster



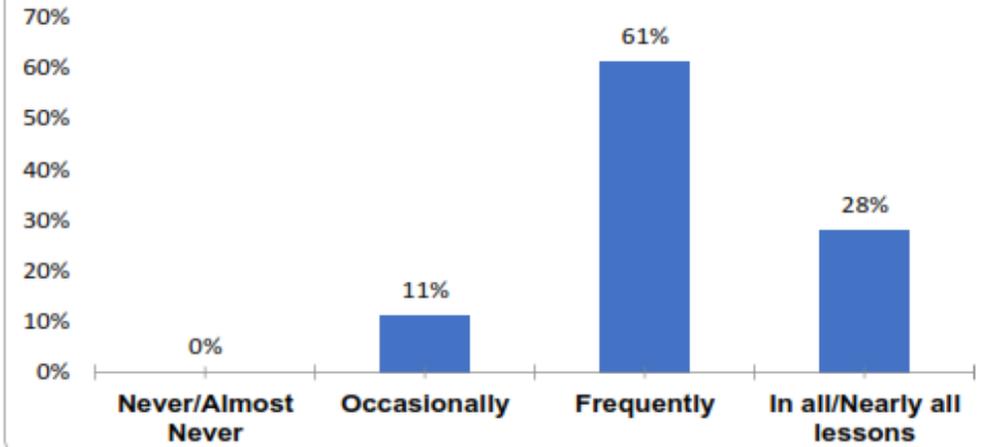
I refer to a problem from everyday life or work to demonstrate why new knowledge is useful



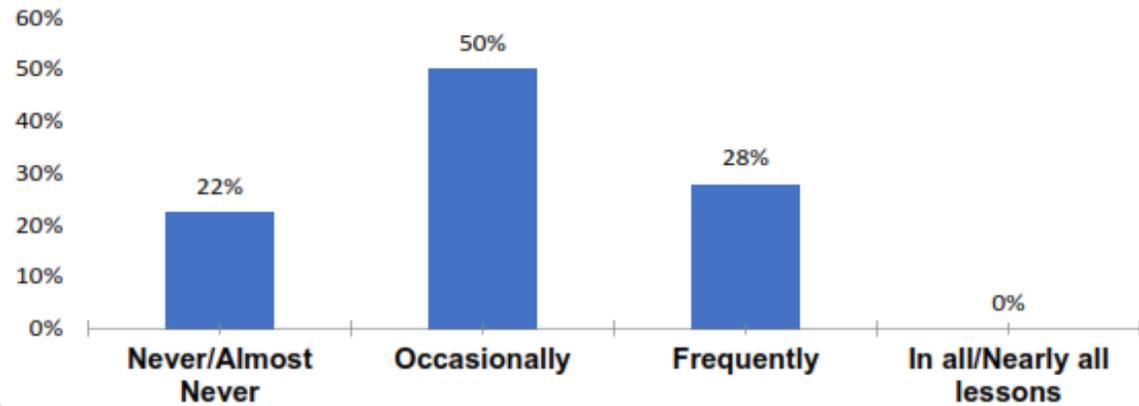
I let students practice similar tasks until I know that every student has understood the subject matter



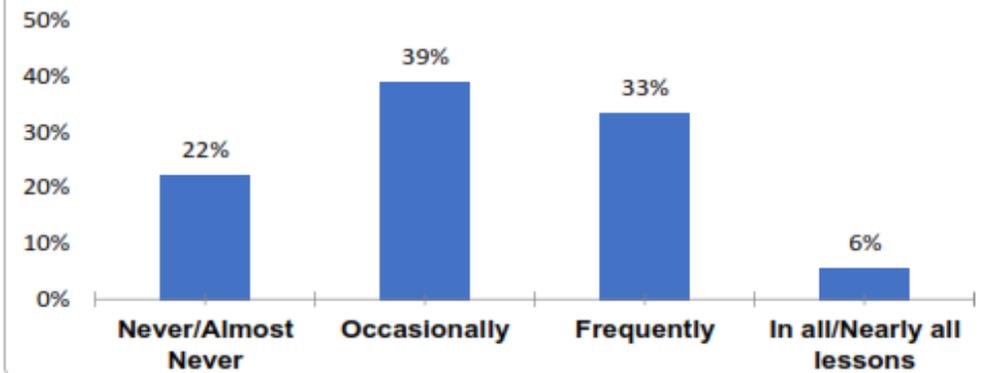
I check my students' exercise books or homework



Students work on projects that require at least one week to complete



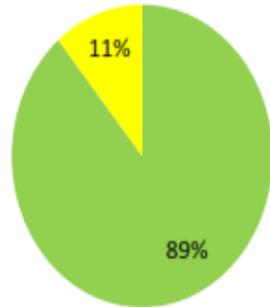
Students use ICT (information and communication technology) for projects or class work



- ◆ There was observed rapid changes in some teaching practices after the 16 week -SBTD and engagement in communities of practice
- ◆ Some teachers completely changed their teaching approaches attributing to shared information online with other teachers
- ◆ After training over 71 percent of teachers reported that they refer to a problem from everyday life to demonstrate to students why new knowledge is useful
- ◆ Science teachers realized that relating practical life issues with the learnt content makes learners more curious about applicability of abstract & Scientific ideas

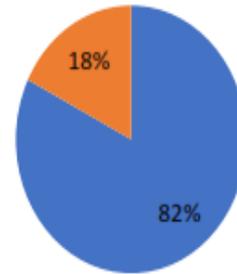
Do you have any personal targets for professional development ?

TPD



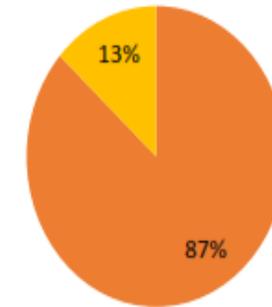
■ Yes ■ No

Do you have any teacher professional development meetings in school ?



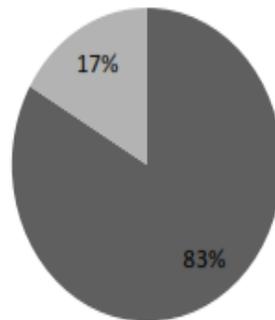
■ Yes ■ No

Do you ever collectively work on a pedagogic or learning problem together?



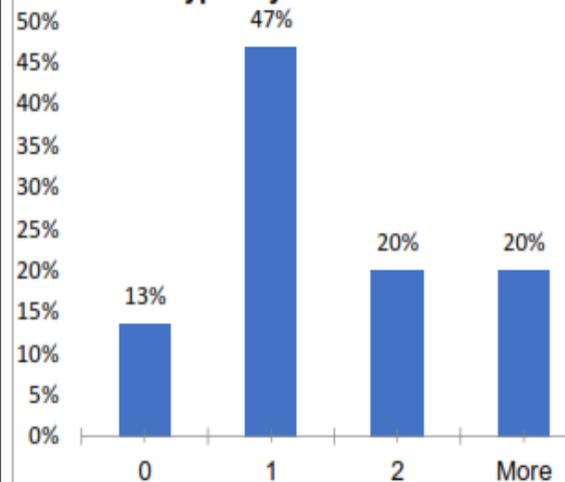
■ Yes ■ No

Does your HT conduct classroom observation ?

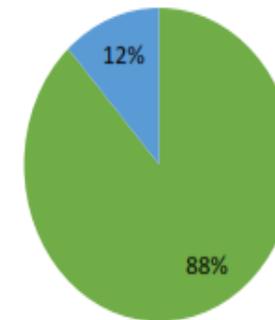


■ Yes ■ No

How many times a term does he/she typically observe a class ?



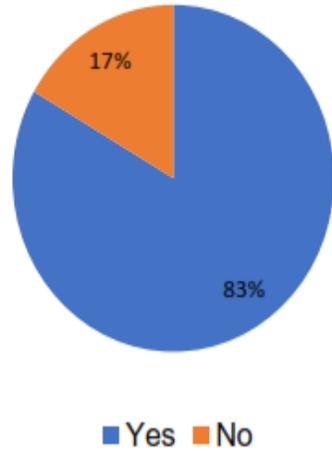
Do you get any feedback after the observation ?



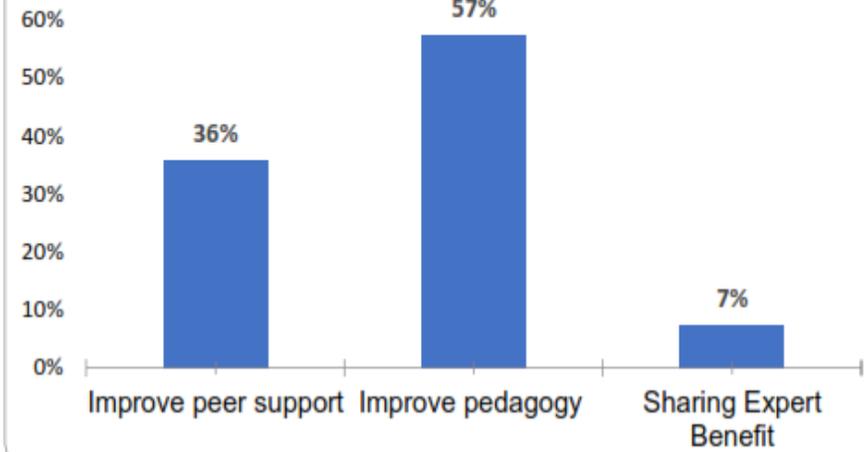
■ Yes ■ No

TPD

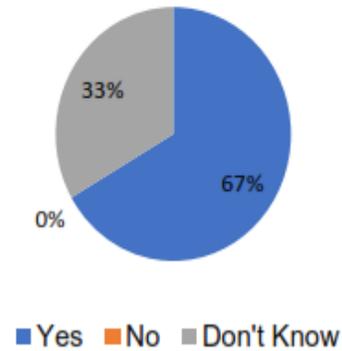
Do you observe other teachers' classrooms ?



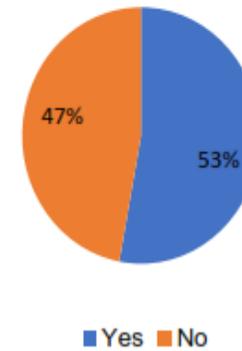
How do you benefit from observing other teachers?



Does the HT keep any record of progress of your professional development ?



Have you received any kind of certificate for TPD in the last year ?



Paradigm Shift in TPD Delivery

- ◆ Teacher professional development (TPD) plays an important role in modelling the quality of a practicing teacher
- ◆ In many African Countries, Kenya included, delivery of TPD is time consuming and expensive
- ◆ As a consequence, a sizeable number of teacher shun from TPD & do not have personal ambitions
- ◆ The teachers' employer in Kenya, TSC, has put in place policies & regulations
- ◆ The teachers' employer in Kenya, TSC, has put in place policies & regulations to compel the teacher to engage in TPD Programme

Progressive Reforms

- ◆ As the country struggle to identify suitable TPD delivery mechanism, there is a history of inefficiencies & Inconsistency in TPD programmes in Kenya
- ◆ In this study, we propose an innovative School-Based Teacher Professional Development (SBTD)
- ◆ Leveraging on simple technology to create online communities of practice for teachers & teacher educators
- ◆ The SBTD model significantly reduces cost & Improves efficiency in TPD

Conclusions

- ◆ Inclusive teacher professional development pedagogies are instrumental in enhancing student support and personalized learning
- ◆ Student learning outcome increases when teacher practice the knowledge of inclusive pedagogies while learning at the same time
- ◆ Learners struggling to understand some abstract concepts performed better when communities of practice engaged in pedagogical discourse on inclusive teaching
- ◆ Networking of teachers and teacher educators through communities of practice increase enrolment of learners with disabilities in regular secondary schools and improves both their academic performance and social interaction with peers
- ◆ A paradigm shift in teaching pedagogies brought about by teachers networking with teacher educators through communities of practice positively influences towards inclusive learning

Recommendations and Policy Implications

- ◆ The study recommends establishment of national coordination of teachers' communities of practice in secondary schools in line with the competency-based curriculum
- ◆ Education Sector to incorporate SBTD in any policy documentation around in-service training
- ◆ Ministry of Education to invest in collaborative partnerships with Ministry of ICT to create infrastructure for online support for SBTD
- ◆ Establish a recognition framework for SBTD in the TPD proposed by the Teachers Service Commission (TSC)
- ◆ Quality Assurance under TSC & MOE to make SBTD part of any inspection process

Thank you

