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POSITION PAPER

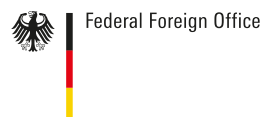
Developing a systemic response for teacher education and professional development

A position paper based on the outcomes of a National Consultative Colloquium for Kenyan Universities and their education-based collaborative partners -
Curriculum at the crossroads: The role of Universities

Organised by the East and South African-German Centre of Excellence for Educational Research Methodologies and Management (CERM-ESA)

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Focus on Early Childhood Development (ECD) and the early years of schooling



This position paper was distilled from the outcomes of a National Consultative Colloquium for Kenyan Universities and their education-based collaborative partners. The colloquium was held in Nairobi, Kenya on the 30th and 31st of August, 2019.

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The East and South African-German Centre of Excellence for Educational Research Methodology (CERM-ESA) is a joint initiative between Moi University, University of Oldenburg, Nelson Mandela University, Uganda Management Institute and the University of Dar es Salaam. Funded by the German Academic Exchange Service (DAAD) with funds from the German Federal Foreign Office (AA), the Centre was launched in 2015 at Moi University's School of Education. Four programme pillars have been established since then: (i) the Academic Programme with scholarships for Master's and Doctoral students in education research, joint annual Research Schools and cross-institutional co-supervision; (ii) The Research Programme focusing on educational research in African contexts; (iii) the Capacity Building Programme for university staff (academic and management) focusing on research supervision and coherence, university pedagogy, research management and methodologies; and (iv) the Teacher Professional Development Programme which is currently being advanced on various levels.

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Executive summary

This position paper will first outline the *theoretical underpinning* of policymaking and policy reform in order to chart possible directions for *specific strategies* on how the **university fraternity of teacher education** could support the role of engaging the development of a quality education system via curriculum reform.

This process entails reviewing the dialogical processes of *policy construction*, the developmental *review* of teacher education curriculum at both initial teacher education level (*pre-service*) and continuing teacher professional development mandates (*in-service*).

The paper aims to offer *exemplary project* initiatives that could enact this re-envisioned goal, noting that they are only illustrative of a future range of continued collaborations. Two important systemic structures to support curriculum policy reform are outlined:

- the establishment of a dedicated **National Professional Teachers Council** (to regulate and build capacity of the teachers, managers and policy support personnel at all levels), and
- the proposed formulation of an autonomous **National Education Deans Forum** (to co-here the initial and continuing professional teacher development agenda, as well as the conscious building of capacity in educational research).

The setting of *professional teaching standards* and the *support for teachers to achieve such ideals* underpin these initiatives towards a coordinated systemic response to teacher education and professional development.

This position paper emphasises learners and their development as the centre of the educational and schooling system, whilst acknowledging that deep professional competence and commitment to change by teachers requires long-term commitment of resources and capacity building to ensure successful policy reform.

A more respected role of the university teacher education sector in all levels of *policymaking, research and educational implementation* is hereby demarcated.

Policy responsiveness and readiness

The readiness to engage with systemic national policy reform requires a consideration of a range of factors that will enable or constrain implementation. However, the focus of the introduction of new policy is prefaced usually with emphasis often restricted to the *theoretical merits* of the policy to bring about an improvement in the quality of the targeted social systems. The introduction of the new **Competency Based Curriculum (CBC)** within the Kenyan context in January 2019 bears similar hallmarks of policy advocates suggesting that the former school curriculum lacked relevance and sophistication in line with international changing benchmarks for schooling system to produce competent learners for the 21st century. The “new” CBC is argued to be aligned with reforms spanning several decades of commissioned studies and reports which suggested that the schooling curriculum required an overhaul to address the development amongst learners of *innovative thinking skills, cultural awareness, higher-order cognitive skills, and sophisticated communication and collaboration skills*.

Six commissioned reports span the post-independence period, each advocating a further elaboration of the role of teachers and the school curriculum in developing learners’ potential to activate specific kinds of skills, knowledges, values, and attitudes (competences)¹. All of these policy responses are forbearers of a “competency based agenda” targeted for Kenyan schools. Some of these reports highlighted the accompanying (financial) (structural) resources required to enact such curriculum change:

- *Ominde Commission (1964)*: focused on skills for junior and senior secondary learners; relevance of curriculum content; learner-centric pedagogy²
- *Gachathi Report (1976)*: helped to redefine vocational policies, cultural aspirations, socio-economic, and national unity issues but reduced education financing from 15% to 7%.
- *Mackay Report (1981)*: which introduced the restructuring of school phases in an 8-4-4 schooling system in 1984; with emphasis on skills, competences, and relevance of the curriculum for the Kenyan context
- *Kamunge Report (1988)*: highlighted cost-sharing to mitigate cost of financing education.
- *Koech Report (1992)*: proposed pathways for developing skills, learner centric pedagogy and devalued summative evaluation
- *Douglas Odhiambo Report (2010)*: promoted the development of learners’ skills, competences, emphasised again learner-centric pedagogy, de-emphasised summative evaluation, and proposed the revised structure of junior and senior secondary schooling.

1 Ayiro, L 2019. 21st century skills for teachers and students. Paper presented by Vice Chancellor Daystar University at Colloquium: Curriculum at the crossroads: The role of universities. 30-31 August 2019. Nairobi, Kenya.

2 Kericho conference - Sessional Paper No. 10 of 1965.

Hence, it may be argued that CBC is not a completely new introduction of an alternative schooling curriculum within the Kenya schooling system, albeit its reformulation of the structures of school phases³. Elements of the new CBC have been drip-fed into the policy environment as possible alternatives to improve educational provisioning and restructuring of the system over time. However, the new CBC is argued to overtly and boldly de-emphasise the *rote learning* of former models of schooling; challenge the overly *content-driven* agenda of schooling; direct pedagogical assessment strategies towards supporting *formative rather than only summative assessment* strategies; and foreground that *pedagogical teacher action* should guide learners’ cognitive strategies as citizens of a new globalised world where technology is commonplace⁴. This new CBC entails a fundamental deep re-thinking of teachers’ conceptions of what being a teacher means.

A key factor that will enable implementation is therefore, the support and development of the **human resources** (i.e. teachers in the schooling system) to effect change. The development of such resources usually begins with *orientation to the policy ideals*, especially if in-depth collaborative consultation had not preceded the development of the policy reform. This teacher orientation to policy is usually conducted by the policymakers themselves and aims to provide only first level engagement with the policy expectations. However, the deeper level preparation of the human resources for enactment of the curriculum is the continued role of university faculties of education, both in the preparation of prospective teachers and the ongoing professional development of practising teachers. A range of other stakeholders such as teacher unions, professional associations, non-government agencies and private educational providers could also activate such continuing professional teacher development. Professional learning communities within schools themselves could also activate an internal-oriented professional development agenda. Multiple partners therefore co-own the agenda of teacher development, and the collaboration across all sectors is vital⁵.

This position paper acknowledges the high-profiled resistance that seems to feature in the rollout of the January 2019 iteration of curriculum policy reform. Strong resistance by especially the teacher union structures have dominated media attention that argues that *the Kenyan system is not ready for such implementation* of a new curriculum. This resistance is presently upwardly directed to official administrative structures that initiated the reform. The added responsibilities being foisted onto teachers to enact the envisioned alternative amidst the many social, economic and pragmatic conditions of schooling (in the vast majority of Kenyan schools) seems to underpin this critique⁶. The resistance might not necessarily, be directed to WHAT is intended in the curric-

3 The Odhiambo Report 2010. recommended 2 years of *Pre-primary*, 6 years of *Primary* (3 years lower and 3 years upper), 6 years *Secondary* (3 Years Junior and 3 Years Senior), 2 years minimum of *Middle Level Colleges* and 3 years minimum *University* education.

4 Jwan, JO 2019. Competency based curriculum in Kenya: Embedding skills, ethics and values in the learning process. Paper presented by Director: Director/CEO Kenya Institute of Colloquium: Curriculum Development at Curriculum at the crossroads: the role of universities. 30-31 August 2019. Nairobi, Kenya

5 Samuel MA 2019. Curriculum at the crossroads: A multi-national perspective across collaborative sectors. Paper presented at Colloquium: Curriculum at the crossroads: the role of universities. 30-31 August 2019. Nairobi, Kenya.

6 Ong’ondo C 2019. KNUT research report on teacher preparedness for the implementation of the CBC in pre-primary and lower primary grades in Kenya: Paper presented by Department of CIEM, Moi University at Colloquium: Curriculum Development at Curriculum at the crossroads: the role of universities. 30-31 August 2019. Nairobi, Kenya.

ulum policy reform, but HOW this is to be achieved. This critique should be understood in relation to the unrealistic expectation that merely short-term policy orientation to the new CBC reform would be adequate to enact deep change.

The concept “**readiness**” needs to be understood in a broader set of parameters that include the following questions⁷:

1. What kind of policy reform is being advocated?

This question suggests that policy choices are always *selective* of preferred conceptions, oftentimes borrowed from contexts that are deemed more advanced, or worthy of emulation. The policy reform might be directed to curtailing the development of certain factions that resist change (*regulatory*); be supportive of financing and redistributing resources to effect the policy adoption (*systemic*); and/or may be directed towards signalling a new agenda by outlining the procedures for adoption (*procedural*).

2. What are the suggested intentions behind the introduction of the policy?

Policymaking is understood to be *never politically neutral*. It always aims to demarcate the interests of powerful groupings (not always emanating from the schooling context, or linked to matters of pedagogical and educational values alone). Policy is thus, within this conception, argued to be elevating *symbols of the directions* a society/system wishes to adopt. This sometimes downplays the pragmatic specific operational world of practice in preference for an ideological agenda.

3. What is the policy responding to?

This question suggests that policymaking embeds the *social, historical, cultural and economic* agenda of the *situated context*. When policy ignores the specificities of the situated site where it aims to operate, then policy becomes merely a professed declaration. It is thus likely to engender resistance socially and politically.

4. How is the implementation of the policy to be achieved?

A key predictor for the success of policy implementation lies in the detailed outlining of how the users of the policy are being *provided capacity to ensure its adoption*. This means that policy *consultation before the construction* of the policy is crucial to ensure a consideration of the pragmatic rollout of such policy introduction. This might involve *short-, medium- and long-term planning* in order to reach the ultimate goals, including the orienting and theoretical backing to underscore its agenda. Simply legislating policy change without consultation of the *scale of changes* needed pragmatically might thus counter the agenda of the new direction. The depth of change required to develop ownership should not be underestimated.

⁷ Taylor S, Rizvi F, Lingard B & Henry M 1997. *The Policy Phenomenon: Education Policy and the Politics of Change*. London. Routledge.

5. How does one develop ownership amongst users?

Policy consultation entails the users understanding deeply the goals of the policy, philosophically, theoretically and pragmatically. Educational policy reform thus is contingent on considered attention to the deep levels of *teacher professional growth and development* required to enact change. Surface orientation to the policy dictates are likely to generate only surface mimicry of policy⁸.

6. Who are the major stakeholders involved in the policymaking process?

Within the education policy terrain, the following key stakeholders should be considered as pivotal. It should be noted that whilst the political agenda of each of these stakeholders are never neutral (each having their own agendas), the prime interest of policy reform ought to be the *learners* within specific (not idealised) contexts of the localised situated context. The specific lived histories, geographic, social, cultural and economic contexts wherein schooling occurs, features as key spatial institutional dimensions within which policy is to reside.

Moreover, the nature of the scope of the present *work of teachers* in their mediation of the daily-lived enactment of pedagogies in specific types of classrooms with specific resources (or lack thereof) frames whether the educational policy will succeed or not.

It is this above list of key **enablers and constraints to policy implementation** that universities (faculties of education and their partnerships) could explore. Such exploration necessitates working with both policy designers and their targeted contexts and would involve working with both advocates and adversaries to the new directions. Instead of providing negative judgement of each constituency, the university system could play an important leverage role in bringing reasoned collaboration across stakeholders. Support structures to the learners and teachers are often neglected in a top-down policy rollout.

A knee-jerk response is usually to over-emphasise the role of the *managers* (e.g., school principals, heads of departments), government departmental officers and systems personnel (e.g. quality assurers, curriculum policy advisors, etc.) to become surveillance agents, rather than *developmental agents* of teachers. The capacity of the managers to interpret and understand the adoption of the new policy reform at school level is crucial to ensuring success. A collaborative *joined-up thinking* with the various levels of the system constitutes the hallmarks for shared ownership amongst major stakeholders. The constituencies that are often most neglected are *parents* of learners who ought to have been inducted into the rationale and goals of the new policy reform, allowing them to come on board to support systemic national initiatives.

Policymakers tend to emphasise the role of curriculum material, officialised structures and surveillance systems to ensure the adoption of a centrally driven agenda. Whilst driven by the agenda to facilitate policy implementation, this is interpreted often as disrespecting the voice of those who need to implement the policy in the field. A more dialogical role of *multiple partners* including

⁸ Mattson E & Harley K 2003. Teacher identities and strategic mimicry in the policy/practice gap. In Lewin K, Samuel M & Sayed Y 2003. *Changing patterns of teacher education in South Africa: Policy, practice and prospects*. Sandown: Heinemann. 284-305.

non-governmental agents who could offer a supportive role in elaborating and supporting the curriculum. Teachers alone will not be able to enact the deep change required and sharing of resources (material and intellectual), producing of new material should be considered as a collaborative venture.

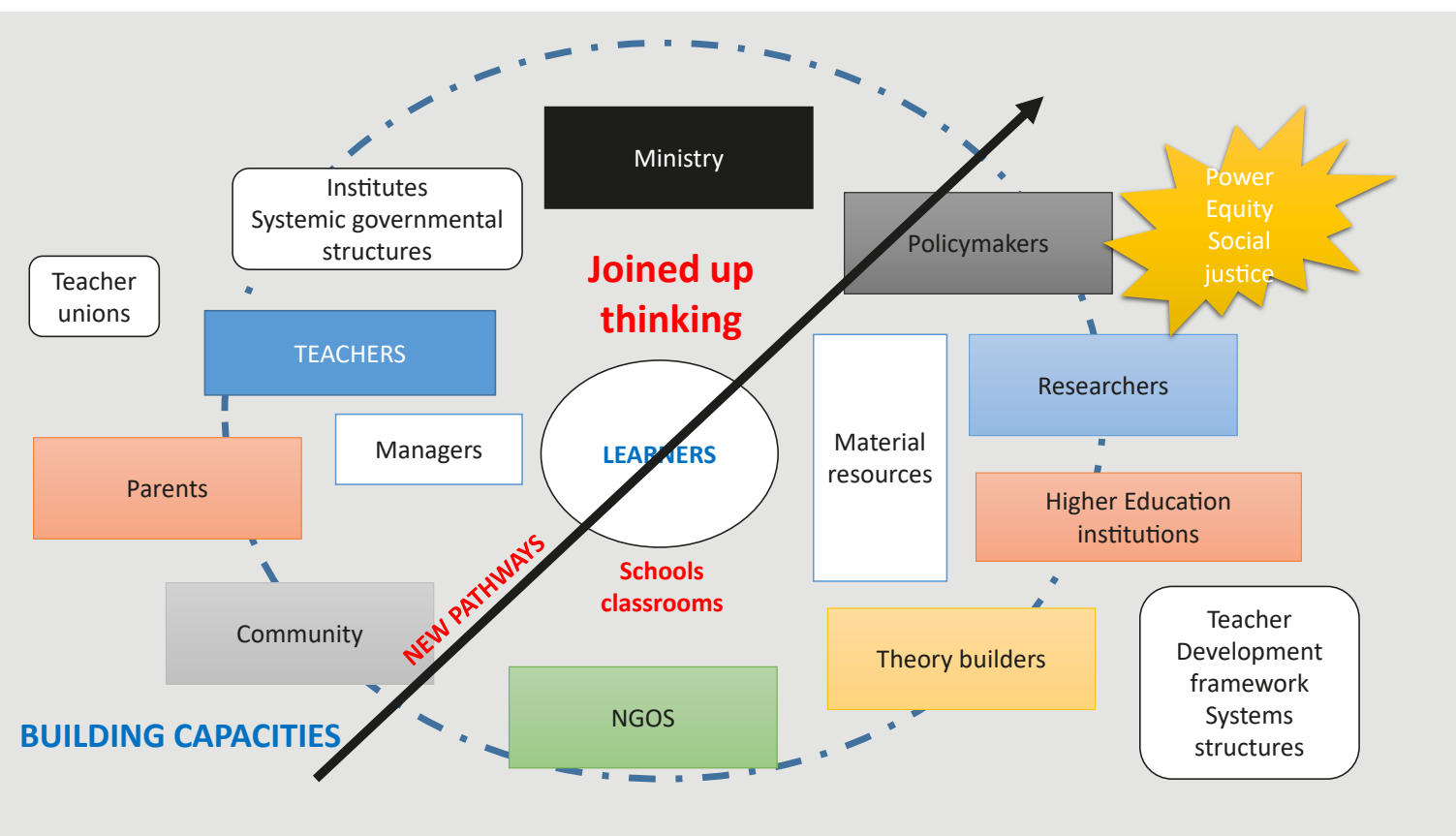


Figure 1: Multiple stakeholders enhancing the quality of schooling

This position paper however, highlights one of the often-neglected agents in the human resources capacity development chain of policy stakeholders: namely, the **university and faculties of education as part of the overall national system of education and training**. Policy advocates have lamented that universities have not been part of the system of policy development or implementation, and thus appear as spectators to an agenda that has all been embarked upon already. This critique belies a foundational misconception of the role of universities simply as technical agents of implementation of state agendas. It casts universities simply as compliant extensions of the already-formulated policy agendas.

This position paper argues that there is need to conceptualise more boldly, the role of university as *commentators, critics and supporters of the campaign towards quality education*. This does

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not entail purely an oppositional role, but a role that should continue in dialogical collaboration with all stakeholders (as defined above) in not only implementation of policy, but also further reviewing, monitoring and evaluation of the outcomes of the policy reform change. This is not simply a pragmatic responsibility, but also one that will be informed by theoretical and philosophical consideration as befitting an institution of higher learning tasked with interpretation, commenting on and monitoring the quality of education provisioning.

The **role of the university in the context of curriculum reform** thus became the central feature of a national consultative colloquium held on 30-31 August (Nairobi) in order to explore comparatively with international partners and collaborating university personnel (mostly deans) from across the university teacher education sector. The agenda was to explore how university schools of education may play a more considered and respected role in the context of policy reform. Representative from non-governmental organisations also shared their views alongside the Director of the Kenyan Institute of Curriculum Development (KICD). Invited speakers from South Africa shared comparative perspectives on policy curriculum reform making in their context. Although the Kenyan Teacher Service Commission (TSC), Ministry of Education and teacher unions were invited to the colloquium, they did not manage to attend because of other pressing agendas that arose unexpectedly and, as such, these constituencies remain an area for further dialogue in the future.

The colloquium in Nairobi was built on earlier dialogues held at the Moi University School of Education between the international consortium (the East and South Africa-German Centre of Excellence for Educational Research Methodologies and Management – CERM-ESA), the Ministry of Education, the Teacher Services Commission and the Kenyan Institute of Curriculum Development. This meeting provides a prime example of the possibility of meaningful and successful extended dialogue between various stakeholders in Kenya.

This position paper therefore represents a commitment to developing continued shared dialogue across various stakeholders in order to develop a collaborative community of practice⁹ with respect to curriculum reform. Such a strategy entails finding spaces for extending the debate about policy implementation beyond an overly politicised and /or an imposed discourse, and drawing on reasoned understandings from all parties about how to support the development of a quality curriculum that would ultimately build the capacity of learners within situated Kenyan authentic realities. It recognises that no system will be completely 100% ready to enact change before introduction of the policy reform, but that the collaborative working together of all constituencies will develop more enabling, rather than constraining, factors towards engagement with reform.

⁹ Lave, J & Wenger, E 1991. *Situated learning: legitimate peripheral participation*. Cambridge: Cambridge University Press.

The potential scope of engagement of universities in policy reform

Figure 2 represents a culmination of the range of levels of engagement that the colloquium identified as possible leverage roles that the university could play. Elaboration of these responsibilities should be the continued engagement of the university system as further outlined in the systemic structures recommended in Figure 2. These are categorised into four broad overlapping arenas:

- A) Supporting the building of **systems** to enact an envisioned new curriculum reform
- B) Providing the **theoretical and philosophical resources** to stimulate research, critique and dialogue about curriculum reform
- C) Engaging with a self-reflective agenda of reviewing the nature of present and prospective **curriculum of teacher education**, both at initial teacher education (*pre-service*) and continuing teacher professional development level (*in-service*)
- D) Highlighting the support of the **operational levels of enacting curriculum reform** initiatives, including the development of *teacher and learner support material*, and engaging with the combined *role of parents* in the education of their children. Multiple agents other than teacher education faculties could contribute to this agenda collaboratively (e.g. NGOs, the publishing industry)¹⁰.

¹⁰ Papers presented at the Colloquium(August 2019) by the following reinforced this agenda:

1. Mdzanga, N (Deputy Dean: Nelson Mandela University, South Africa). Challenges of ECD and FP curriculum development in South African universities
2. Stretch, L (Early Inspiration, an NGO in SA). University-NGO joint ventures towards accreditation
3. Njagi, S & Mwai, V (Waldorf School Trust). The importance of free play in curriculum planning and implementation, and
4. Sarah Jemutai (Doctoral student Moi University) Research on the effects of guided play on the development of children's visuo-spatial abilities in Kenya and South Africa.

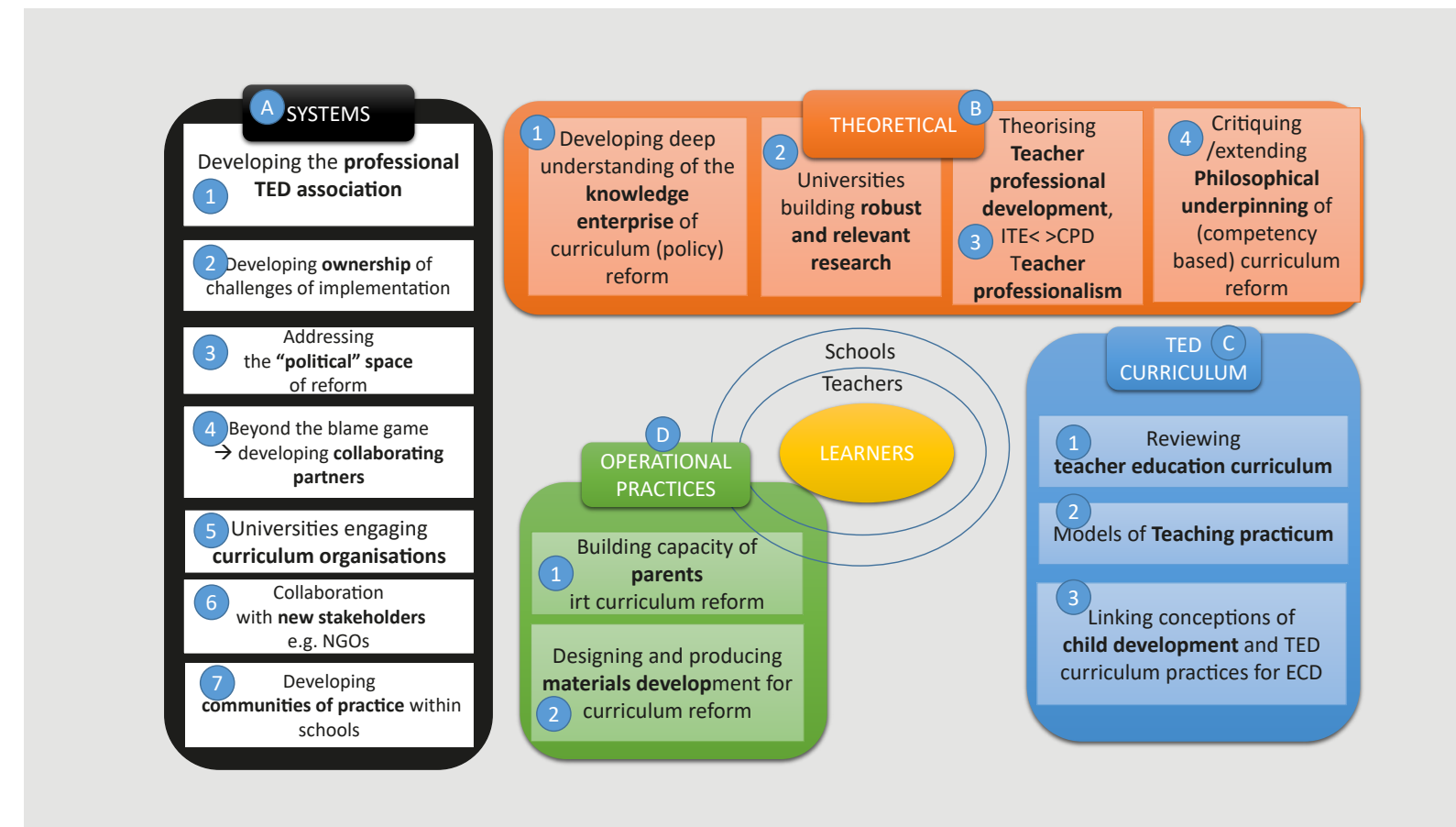


Figure 2: A co-ordinated set of agendas for university Faculties of Education

The colloquium expanded these broad areas to consider in-depth **five targeted projects** that emanate from such a menu of possibilities. These are not considered exhaustive but merely are *exemplary of the kinds of interventions* that could be engaged in the short and medium term with respect to activating an environment of networking and collaboratively drawing on the expertise of academic staff at schools of education with various stakeholders.

The following five projects are presented on the following page. The essence of the specific targeted agendas of these projects that follow represent merely draft working plans about how to effect these projects and the kinds of collaborating partners that would need to be drawn into collaboration. The projects themselves need to be resourced and it is the responsibility of the collective network to establish how the human and financial resources will be activated to ensure success of these initiatives.

Project 1 Teacher education curriculum: Knowledges and pedagogies

This project targets a national systemic peer review of the current and prospective *initial teacher education curriculum practices and designs* in relation to the relevance or not to the proposed CBC school curriculum. The focus will be directed towards examining the theoretical (knowledges) and practical (teacher education pedagogies) resources to enact teacher growth and development. This will entail establishment of panels including the representatives from KICD, the TSC and the proposed National Education Deans Forum (see structure proposed below), and teacher educator lecturing staff to establish the criteria for review and processes for enactment. This will include establishing timeframes for its setting up and reporting mechanisms. The aim of this would be to develop recommendations of the shape, design and form of the revised teacher curriculum requirements. The review should be accompanied by a synthetic report to note the challenges and resources within the teacher education system with the view of recommending targeted capacity-building mechanisms. The process of collaborative reviewing will also share views about curriculum policy reform primarily directed to mutual building of capacities across stakeholders.

This project will be underpinned by a review of a current profile of the teacher education professional staff (*inputs* to teacher education curriculum), the role of information technology within the teacher education curriculum (*processes*) and the teacher graduate attributes produced by current initial teacher education programmes (*outputs*).

Project team members were: Prof Michael Samuel, Prof Jackson Too, Prof Joseph Wamutitu, Dr Sella Jwan and Peter Mulwa Kyalo.

Project 2 New qualifications for supporting Teacher Education and CBC

This project centres around a two-pronged focus: firstly, reviewing the process of offering *career guidance at school level* to prospective teachers who will serve early childhood education; and secondly, setting up the process for the designing of relevant curriculum for *new qualifications* (e.g., a Diploma for Grade1 to junior secondary levels). This project motivates a targeted review of the existing qualifications (including the present BEd) as appropriate and relevant for teaching. Such a proposed new qualification could address the specific form of pedagogical approaches required to enact the new CBC curriculum. It also highlights the need to attract quality, committed teachers into the ECD phase. The network of collaborators of teachers, university staff, KICD and the ministry are amongst key agents to be consulted in the establishment of diploma-type qualifications for universities.

Project team members were: Prof Nokhanyo Mdzanga, Dr Charles Ong'ondo, Dr Judah Ndiku, and Dr Ciriaka Gitonga.

Project 3 CERM-ESA In-service teacher professional development programme 2019

This project targets the commencement of an ongoing collaboration with teachers and universities engaged with development of Early Childhood Development (ECD) practising professional teachers¹¹. The aim will be to harness existing resources within the ECD sector (in the form of songs, material, classroom practical resources) that could be collated in a form that is then made more widely accessible in the education system. The project is aimed to develop a shared explication of the philosophical underpinnings related to ECD and CBC. Collaborating partners will include practising ECD teachers in a targeted region, regional quality assurance/ curriculum support officers, county education directors and an NGO (Project for an Alternative Education in South Africa- PRAESA, the Waldorf School Trust) to share inputs about the matters of multilingualism and alternative pedagogical approaches for foundational learning. The output of the project will set a momentum towards the ongoing teacher professional development programme for the medium and long term.

Project team members were: Dr Philomena Chepsiror, Dr Anne Kisilu, Dr Mary Kerich, Dr Susan Kurgat, and Malve von Moellendorff

Project 4 Managing the teaching practicum in initial teacher education

This project is directed towards the development of an *overarching manual* to guide the terms of reference for designing, implementing and quality assuring the key components of the Teaching Practicum within initial teacher education. The teaching practicum culminates the intersection between the taught programme of the university faculties of education and the in-school engagement during the process of professional practice. The goal of the project is to support designers of the Teacher Practicum curriculum about the standards to be acknowledged in relation to the CBC reform in the schooling context, and the conception of ongoing deep teacher professional growth and development. The proposal will expand to include the designing of a recommended post-initial teacher education programme of *formal induction /internship* of teachers after graduation of the teachers. This warrants the shared engagement of both the employers (department of education) and the present practitioners (teachers within schools). Establishing (management and financial) resources for such systems is the target of this project. This project requires the collaborations of school sites (managers, teachers, and mentors), the university faculty of education staff (tutors, assessors) of the teaching practicum, and employer structures (the department of education).

Project team members were: Prof John Chang'ach, Dr Milka Nyaga, Prof Jonah Kindiki, Prof Ezra Maritim, Prof Mbuthia Ngunjiri, and Catherine Machyo

¹¹ Initial planning with respect to this CPD agenda has already been activated between partners linked to CERM-ESA.

Project 5 Harnessing the capacity of innovative, imaginative and alternative interpretations of curriculum reform for ECD from within the non-governmental sector

This project provides the stimulus to share between universities (as officially mandated teacher development agents) and alternative non-governmental agents (who are not as directly linked to officialised agenda). This dialogue will provide the leverage for critique of both official and non-official sectors to develop joined-up or individualised programmes drawing from the expertise, inspiration and imaginative pedagogical possibilities. Specific innovation drawing from theoretical models outside the normative purview of university Faculties of Education might include, for example, the use of Waldorf schooling systems and curricula for ECD; the use of music and creative Arts in activating ECD teaching and learning; the use of information technology as tools for ECD pedagogy. The shared development of local indigenous material could extend the agenda of Project 2 described earlier.

Project team members were: Prof Karsten Speck, Dr Lauren Stretch, Silviah Njagi, Victor Mwai, and Sarah Jemutai,

Systemic structures to support collaborative networking

This section acknowledges that programme innovation and pragmatic design of teaching and learning plans need to be supported by long-term stable structures that continually commission, review, monitor and evaluate the design and delivery of policy initiatives. The role of systemic structures is to guide the review not only of the project/programmes of reform, but also build capacity to design policy itself. The role of such structures is thus to ensure a committed research agenda that periodically activates the needs to refine and advance new possibilities. The systemic structures also foreground a structural capacity building of the system that deflects the over-politicised agenda from any one constituency. The agenda of such structures is to be directed to cohere the macro-level democratic interests of all constituencies.

It is however, recognised that no officialised structure is completely neutral in their agenda. The development therefore of these structures should be established with a view to ensure regular rotation of the power structures, shared stakeholder composition and management to ensure a focus on the mandate of the organisation. This mandate should be established in the founding documents of such systemic organisations. This could take place in the realm of officialised legislation, and/or management systems policies. It is recommended that such structures be located outside the jurisdiction of the Ministry of Education, or the Kenyan Institute of Curriculum

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Development to deflect only an upward accountability agenda, whilst recognising that the consultative participation of these key structures should represent the governance arrangements of the proposed system.

These structures proposed below serve to develop distributed ownership of the agenda of educational reform in the society, allowing a demarcation between *referees* of the system (those who ensure the rules of the game are adhered to) and the *players* within the system. This suggests that the referees are custodians of the rules by which the overall agenda of education reform should be engaged, but that players be allowed to exercise active and critical voice in the process of construction of the field of play. This would foster robust engagement across participating stakeholders.

Two proposed initial systemic structures have been suggested¹². It is noted that there are already early initiatives mooted for the establishment or continued expansion of these structures. This position paper endorses the continued capacity building of these systemic structures to cohere the specific, yet co-ordinated collaborative agenda.

The National Professional Council of Teachers

This body¹³ is proposed to ensure the mandate of protecting the public interests with respect to the teaching profession. It is to be concerned with establishing, by the profession of teachers itself, the criteria for an officially-registered practitioner within the system; identifying the codes of ethical conduct to be required for practising teachers; and mandated to ensuring the continuing professional growth of the teaching force. This includes not only capacity-development with singular reform initiatives (such as the CBC reform only), but also engages with activities that develop professional teachers' capacity beyond simply matters of earning and conditions of service¹⁴. The role of the National Professional Council of Teachers would be to ensure the ongoing development of teachers as professionals to sustain and critique multiple challenges of enacting policy visions in the localised context.

Representatives to serve on a national structure should include, among others, the organised teaching profession (in the form of teacher union or professional associations¹⁵), the Education Deans Forum (proposed below), the Ministry of Education, the Teacher Service Commission, the Kenyan Institute of Curriculum Development and the National Parents Association.

¹² It is recognised that the national structures might establish collaborative engagements (of varying levels of scope) with defined targeted structures to sustain its agendas. For example, it is recognised that any policy reform for the CBC for ECD would need to work with national departmental directorates dedicated to this agenda.

¹³ A similar comparative structure would be the Health Professional Council that oversees the registration and licensing of medical doctors, nurses and paramedics.

¹⁴ The worker identity of the teaching workforce is the prime agenda of teacher unions in relation to the TSC as an employer.

¹⁵ This category of professional associations might include organised groups with specific agendas targeted at particular levels (e.g., ECD teachers), particular subjects (e.g., Mathematics teachers) or different ranks (e.g., school managers and district county officials).

The National Education Deans Forum

Ideally, this body should be part of an overarching structure that couples its mandate to the agenda of a *consortium of all vice chancellors of university structures*. This governance relationship would ensure that *the autonomy* of the university sector is safeguarded to allow it an independent voice of critique and resource to all agendas linked to the overall development of teachers both at initial and continuing teacher professional development level. The structure should be composed of representatives of *all serving deans of schools of education*.

The National Education Deans Forum would have the mandate to oversee the development of the kinds of (national) (regional) (county-specific) *systemic research agendas* that it wishes to undertake or support. It should invite its collaborating partners into a considered dialogue to assist in reviewing internally its own operations, but also establish how it can connect to the “external” agendas. The Deans Forum should over time, be built to become a structure that is a *key stakeholder when consulting for any new educational policy initiative*. The advocates of new policy reform should draw on the expertise of the forum to activate the agenda of *piloting, monitoring and reviewing proposed policy initiatives before wider-scale implementation*. The Deans Forum could engage with enacting its *own research agenda* drawing internally and externally from its ranks to address what it deems worthwhile educationally relevant agendas. The Deans Forum is not simply a recipient of policy, but also should construct itself as *an activator of policy development*.

The Education Deans Forum should be the key agent in setting the terms of reference for internal capacity building of *teacher education curriculum reviews* such as those proposed by the projects described earlier. It is recognised that the success of this structure will be reliant on *adequate resources* being directed towards enabling its initiatives. Resourcing these structures systemically should be an initial priority since this may enable or constrain its possible agenda.¹⁶

¹⁶ Possible seed funding to establish the forum may be considered from selected donor partners or governmental structures.

Developing a systemic response to teacher education and professional development

This position paper has argued for a joined-up rather than adversarial policy dialogue around all matters related to educational reform initiatives. It acknowledges connected but separate focused roles of different stakeholders in ensuring the interests of learners in a reformed schooling reform. It has suggested illustrative projects that could commence the agenda of the universities developing a more active respected role in the wider education system. Collaboration, respect and dialogue are key goals to establish a shared system. Identified key structures to sustain and maintain the ongoing professional development of teachers and the education system have been proposed. Matters of financing and governance should form the next procedural steps in activating this agenda of possibilities. Above all, a shared commitment to enhancing the capacity of learners and teachers within situated specific schooling system in the Kenyan context must underpin all reform initiatives. Ideals can become realities when responsibilities are democratically developed and negotiated rather than imposed. This position paper suggests how this dialogical relationship and respect can be fostered.

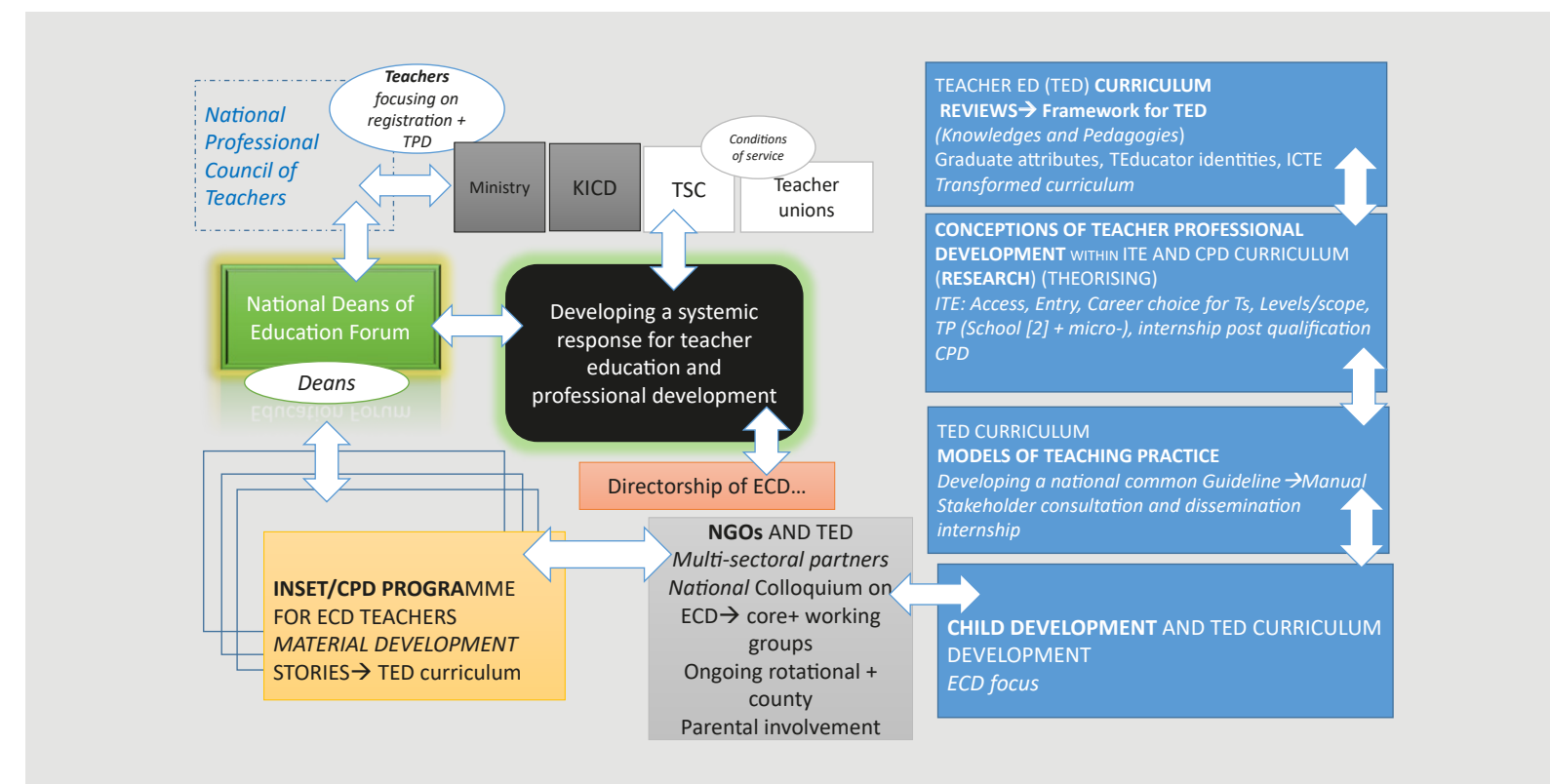


Figure 3: Joined-up thinking across educational structures: Existing and proposed.

Acknowledgements

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Developing a systemic response for teacher education and professional development

Appendix A: Colloquium programme

COLLOQUIUM

CURRICULUM AT THE CROSSROADS: THE ROLE OF UNIVERSITIES 30-31 AUGUST, NAIROBI, KENYA

Friday 30 August 2019

08h30 - 09h00: Registration

09h00 - 09h20: Welcome and introductions
(Prof. John Chang'ach, Moi University and
Prof. Paul Webb, Nelson Mandela University)

09h20 - 09h30: Opening remarks
(Prof. Isaac S. Kosgey, Vice Chancellor, Moi University)

09h30 - 10h30: Curriculum at the crossroads: A multi-national perspective across collaborative sectors
(Prof. Michael Samuel, University of Kwazulu-Natal)

10h30 - 11h00: The role of universities in relation to the introduction of the new school curriculum in Kenya
(Prof. Laban Ayiro, Vice Chancellor, Daystar University)

11h00 - 11h30: Tea

11h30 - 11h50: Challenges of ECD and FP curriculum development in South African universities
(Prof. Nokhanyo Mdzanga, Nelson Mandela University)

11h50 - 12h10: University-NGO joint ventures towards accreditation
(Dr. Lauren Stretch and Prof. Nokhanyo Mdzanga, Nelson Mandela University)

12h10 - 13h00: The importance of free play in curriculum planning and implementation
(Ms. Silviah Njagi and Mr. Victor Mwai, Waldorf School Trust)

13h00 - 14h00: Lunch

14h00 - 14h30: Research on the effects of guided play on the development of children's visuo-spatial abilities in Kenya and South Africa
(Sarah Jemutai, CERM-ESA alumni)

14h30 - 15h00: Why the new school curriculum: Motivation and underpinnings
(Dr. Julius Jwan, Director, KICD)

15h00 - 16h00: Research by the KNUT in schools on the implementation of the Competence-Based Curriculum

16h00 - 16h30: Critical panel conversation on the potential of "joined up thinking" in Kenya in terms of curriculum and the role of universities
(Prof. Michael Samuel, University of Kwazulu-Natal and Prof. Laban Ayiro, Vice Chancellor, Daystar University)

16h30 - 17h00: Expectations for the next day in terms of stakeholder participation

Saturday 31 August 2019

08h30 - 09h00: Registration

09h00 - 11h00: Multiple stakeholder group dialogue towards positioning the role of universities in terms of national curriculum change at school level

11h00 - 11h30: Tea

11h30 - 13h00: Report backs from all groups and plenary discussion

13h00 - 14h00: Lunch

14h00 - 15h00: Drawing things together towards a joint position statement on the role of universities in times of curriculum change.

15h00 - 16h00: Closure

Appendix B: List of participants

1.	Prof Isaac Kosgey	Vice-Chancellor, Moi University
2.	Prof Laban Ayiro	Vice-Chancellor, Daystar University
3.	Dr Julius Jwan	KICD Director
4.	Malve von Moellendorff	CERM-ESA Project Coordinator, University of Oldenburg
5.	Prof Paul Webb	CERM-ESA Project Leader, Nelson Mandela Universit
6.	Prof Karsten Speck	CERM-ESA Project Leader, University of Oldenburg
7.	Dr Susan Kurgat	CERM-ESA Project Coordinator, Moi University
8.	Prof John Chang'ach	CERM-ESA Project Leader, Moi University
9.	Dr Anne Kisilu	Moi University
10.	Dr Charles Ong'ondo	Moi University
11.	Dr Philomena Chepsiror	Moi University
12.	Dr Mary Kerich	Moi University
13.	Prof Ezra Maritim	Egerton University
14.	Sarah Jemutai	CERM-ESA Alumni and PhD student
15.	Mr. Michael Kariuki	Moi University, Nairobi Campus
16.	Prof Nokhanyo Mdzanga	Nelson Mandela University
17.	Prof Michael Samuel	University of KwaZulu-Natal
18.	Dr Lauren Stretch	Managing Director, Early Inspiration, Port Elizabeth, SA

19.	Prof Joseph Wamutitu	Dean, School of Education, Egerton University
20.	Dr Shadrack Saina	Moi University, Nairobi Campus
21.	Dr Bernard Malakwen	Moi University, Nairobi Campus
22.	Prof Jackson Too	Commission of University Education
23.	Dr Judah Ndiku	Masinde Muliro University
24.	Prof Wanjala Genevieve Were	Dean, S.O.E, University of Nairobi
25.	Dr Sellah Terrie Jwan	Moi University
26.	Joab Namai	Daystar University
27.	Prof Mbuthia Ngunjiri	Laikipia University
28.	Anne W. Ndung'u	KCA University
29.	Mr Peter Kyalo Mulwa	University of Nairobi
30.	Grace Mbogo Liyai	Daystar University
31.	Dr Milcah Nyaga	Embu University
32.	Catherine Machyo	Catholic University of East Africa
33.	Dr Ciriaka Gitonga	Embu University
34.	Silvia Njagi	Waldorf School Trust
35.	Victor Mwai	Waldorf School Trust
36.	Prof Jonah Nyaga Kindiki	Moi University

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