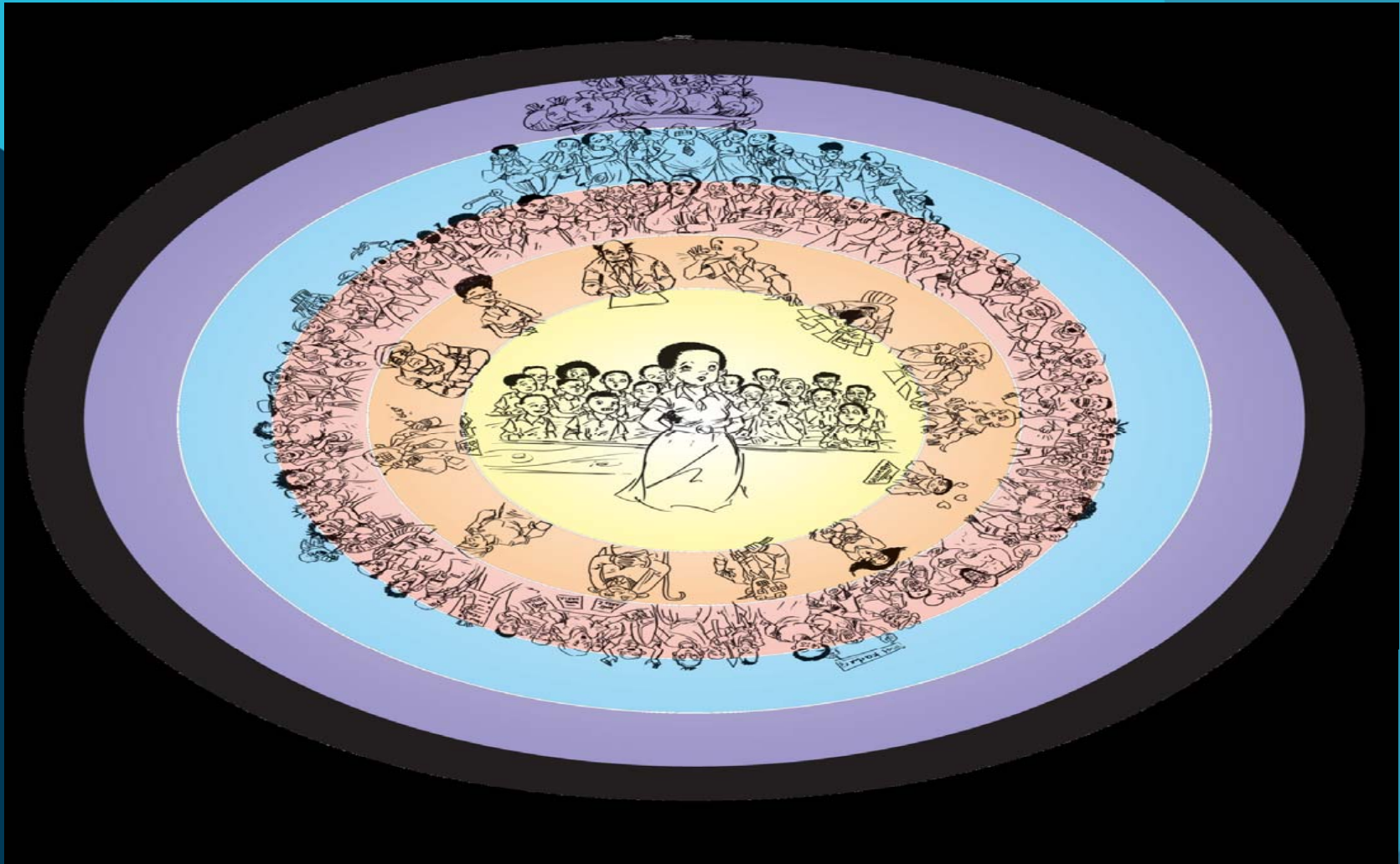




Prifysgol Cymru
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Quality at the Forefront of Delivery



Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

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- Tao (2012) suggests **re-thinking research on teachers in the countries of the South**, she thinks that, instead of seeking to understand “how can teacher quality be improved?”, we should consider rather “**why do teachers do what they do?**”.

A profession as ...



- an exclusive area of **expertise** and **knowledge** and the **power** to define **the nature of the problems** in the area as well as the control of **access to potential solutions**.
- (Evetts 2003:p. 407)

CESA's Mission



- SO 1: **Revitalize** the teaching **profession to ensure quality** and relevance at all levels of education

Why teachers' professional identity ?

- It provides teachers with a framework of 'how to be, how to act and how to understand their work and place in society' (Sachs 2001:p.15)
- Education will not improve with financial efforts or the provision of workshops addressing policies, teaching practice, and management unless teachers' identity receives prominence. (Smith & Fritz 2008:p100)

Researching Teachers Identity

Constructivist/ Interpretive
approach
Ethnography

- Data collected through interviews with key informants
- FGDS
- Classroom observation

Challenges

- Co-construction of identity
- Performativity in observation
- Ethical issues
- Limited generalisability

Summary of Teachers' internalised self expectations

- Teachers' professional on account of training to give accurate interpretation of curriculum
- Evidence sought in maintenance of professional documents, pupils achievement and behaviour.
- Need for self discipline, self-sacrifice

Some thoughts

- Mr. Kidaki: It is a profession because **we went to school**, pursued **a 2-year training** as professionals. We were posted to schools to **exercise profession**. We have professional **ethics**. We are paid as professionals. In school there is professional **practice** and **chain of command** that we follow. We have professional **documents, schemes of work, lesson plans, lesson notes and teaching aids**

- When you teach something and pupils don't understand it is very **frustrating**. When exams come **people will wonder whether you taught**. In English this week there were a lot of spelling errors, and they are copying [the exercise] from the textbook.

- Mrs Lunani: Teaching is a noble profession. We behave in a way to nurture professionalism. A professional does not carry his/her anger until things go astray. We are the most social people. **We control ourselves** and not allow socialising to go beyond boundaries. We must be **disciplined** as we encourage pupils to be disciplined. **We give children a message**, they like to **ape teachers**. If we don't use good language, the picture we give them is not good. It is bad for us to give cause for teachers to be talked about negatively in the community.

Mrs. Mutai:

- We have subject panels. They check **syllabus coverage** you have to explain why you have not reached where you should be and also you explain to them how you are going to cover the shortfalls. They are also concerned with **scheming** and **preparation of teaching learning materials**.

Views to reforms and change

- Mr. Kadi: KIE has done sufficient research and come up with the right content, right specifications for the syllabus. You just need to be organised.

Contributions to change

- Mr. Kimutai:
- Teachers are not given a chance to change anything. Commissions sit and issue directives. Had it been that they were given a chance ...teachers could have been given priority since they are affected directly, they feel the weight of policy recommendations.

- Mr. Kidaki observed:
- The teacher doesn't have **time to contribute** to change. **Implement. Implement. Implement what has been said.** Even in the classroom he is pinned down to the syllabus. **Mwalimu si msomi** [A teacher is not a scholar] Wasomi wanadevelop syllabus[scholars develop the syllabus]



- Mrs. Mutai: I shouldn't be called a teacher for nothing. **When you help a child and he succeeds you feel good and the parents treat you with respect.**
- Mrs. Lunani: As a professional teacher you will finish the syllabus as required. **You sacrifice.** We are happy when we hear our children have gone to good schools.

Significant others



Expectations of significant others

Pupils'		Parents views
<ul style="list-style-type: none"> • Remove ignorance • Help - how to pass your exams • Make me love the subject • Teach us how to maintain ourselves when...if you feel disturbed, you... teachers can help, you can go and disclose to the teacher • Help us to avoid sex. • Help us to be aware of HIV/AIDS • Teach us to respect parents • Teach good morals 		<p>Kielimu- Ni wao walisomea</p> <p>Usafi- Cleanliness</p> <p>Tabia - conduct</p> <p>Respect</p>

Responsibility for change

- *Mr. Mwangi: Watu wakubwa*[Big people].*Watu wa kubwa watoto wao hawasomi katika shule hizi.* [Children of big people do not learn in schools like these].*Sasa wangetuuliza.*[So, they should have asked us].

Policy discussions for changes at the forefront of delivery

- Training
- Research
- Frameworks for understanding classroom practices in Kenya

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