The Role of Universities in Teacher Education and Professional Development: Kyambogo University a Case Study

David Henry Ngobi, Justine Otaala, John maani and Godfrey Bakaira

(Kyambogo University, Uganda)

Preamble

The term Professional Development means a comprehensive, sustainable and intensive approach to improving teachers' and principals' effectiveness in raising student achievement

1. Kyambogo University

KYU is the second largest Government University in Uganda. It was established in the year 2003, after a merger of three different institutions namely a Teacher Education institution, a Technical institution and a National Institute for Teachers who handle learners with disabilities, with a mission to advance and promote knowledge and skills in Science Technology, Education and other fields. With this background KYU offers programmes in Teacher Education, Engineering, Pure Sciences, Social Sciences, Creative Art, Performing Arts, Environmental Science, Business studies and Special Needs Education. The programmes range between Masters Degrees, Bachelors degrees and Diplomas for Day Evening and Distance Learning students.

There are also Certificate programmes conducted in the evenings only, designed to meet specific needs in the areas of Kindergarten Teacher Education, Financial Management, Human Resource Management, Institutional Management, Teacher Technical Education, Guidance and Counselling, Project Planning and Management.

2. KYU's Unique Contribution to Professional Development in Uganda

With a background of merging three different institutions, Kyambogo University has inherited a number of roles. In the area of Teacher Education and Professional Development, KYU has played a number of roles as illustrated below:

Available Opportunities for Teacher Education and Development

Kyambogo University contributes toward Uganda's Teacher Education and Professional Development in a number of ways. The University has both Pre- service Education for Teachers (PRESET) and In - service education for Teachers (INSET) in day, evening and holiday programmes.

Pre-Service Education for Teachers (PRESET) Programmes (Day and Evening)

Bachelor of Arts and Social Science with Education, B,A (Ed.),Bachelor of Science in Education, (BSc) upgrading students Bachelor of Vocational Studies in Education (B.VOC**)** and Diploma in Education (DES).

In- Service Education for Teachers - (INSET) Programmes

For Professional Development specifically, the university has provided 19 different progammes for In-service teachers to upgrade. 15 of them are on a fulltime basis and four of them through Distance Open Learning.

INSET Programmes include the Master Degree in Educational Planning and Management (EPM), Master Degree in Vocational Pedagogy (MVP), Post - Graduate Diploma in Education (PGDE-Secondary], Post Graduate Diploma in Teacher Education(PGDTE), Bachelor of Education Degree (B.ED),Bachelor of Teacher Education (BTE),Bachelor of Teacher Technical Education (BTTE), Diploma in Teacher Education (DTE) and Diploma in Teacher Technical Education (DTTE).

Certificate courses include the Associate Certificate in Teacher Education (ATE), then Certificates in Principles of Management, Nursery Teaching, Financial Management, Human Resource Management and Project Planning & Management.

INSET Distance / Open Learning Programmes include Bachelor of Education (B.Ed – Science Bias) in connection with the African Virtual University and Open Learning Distance Education Learning (ODEL) Centre , Diploma in Primary Education External **-**DEPE (10 Centers) Diploma in Special Needs Education - DSNE (six Centres) Diploma in Education (Primary) - DEP conducted by National Teachers Colleges (NTCs) under the supervision of Kyambogo University.

Affiliated Institutions

The university has 67 affiliated Teacher Education institutions. Of those, 53 are Primary Teachers Colleges (PTCs), seven National Teachers' Colleges (secondary School Teacher Education institutions), two Technical schools and three Kindergarten teacher institutions.

Other university partnerships include Kenya Institute of Special Education, Patandi Teachers' College, Arusha Tanzania, Kajokeji and Yeyi Primary Teachers Colleges in Southern Sudan, two Schools of Education form two Private universities in Uganda and the Open University, U.K

3. Continuous Professional Development (CPD) Courses

Kyambogo University together with the Ministry of Education and Sports initiated a number of programmes for conducting Continuous Professional Development Courses for serving teachers to keep them abreast with new developments within the education system globally. The Programmes include Teacher Development Management System (TDMS), Certificate in Teacher

Education Proficiency (CTEP) and the Secondary Science and Mathematics Teachers Programme (SESEMAT).

Teacher Development Management System (TDMS)

This system was introduced in Uganda by the Ministry of Education & Sports in collaboration with Kyambogo University in the year 1995. The purpose was to retrain In-service primary school qualified teachers in modern methods of teaching, train the un -trained serving teachers and also equip head teachers with appropriate Management skills. It has been implemented by establishing 570 Coordinating Centres across the country each run by a Teacher trainer core named CCts (Coordinating Centre Tutors) being supervised by the Ministry of Education through 23 Core Primary Teachers Colleges across the country.

Certificate in Teacher Education Proficiency (CTEP)

This is a Professional Development course for primary school teachers and tutors in Primary Teachers' Colleges on the various new developments which affect education across the globe. Their implementation leads to improvement in our education system. Topics covered under CTEP include the Millennium Development Goals (MDGs), Education For All (EFA) Goals, Gender, Reflective Practice, Peace Education, Working with communities, Mentoring, Assessment - Concept of Portfolios, School Improvement, the Teaching Learning Process, and Leadership in Education *(MOES 2007)*.

Secondary Science and Mathematics Teachers Programme (SESEMAT)

This is a Teacher Development Programme introduced by the Ministry of Education & Sports with technical support from the Government of Japan, through Japan International Cooperation (JICA). The programme Goal is to improve the teaching ability of Science and Mathematics among Secondary School teachers, by bringing them together to share their experiences and learn form each other, within and outside Uganda. It operates within 27 centres across the country.

In addition, Non - Government Organisations like Unicef, and Save the Children have used the expertise of KYU staff to conduct programmes like Psychosocial Education, Mediated Learning Experiences (MLE), the Child – to- Child Approach, the Presidential Initiative on AIDS Strategy for Communication to the Youths (PIASCY) , Child Labour Prevention, Life- skills and Alternative Basic Education to Karamoja (ABEK).

Through Pre- service and In-service programmes KYU has been able to train teachers ranging between 2,000 and 5,000 in order to meet the increasing demand for teachers, due to the large number of classes after the declaration of Universal Primary Education (UPE) in 1996 and Universal Secondary education in 2006 (Appendix II) .

Existing Policies:

In support of Teacher Education and Professional Development in Uganda, the Government
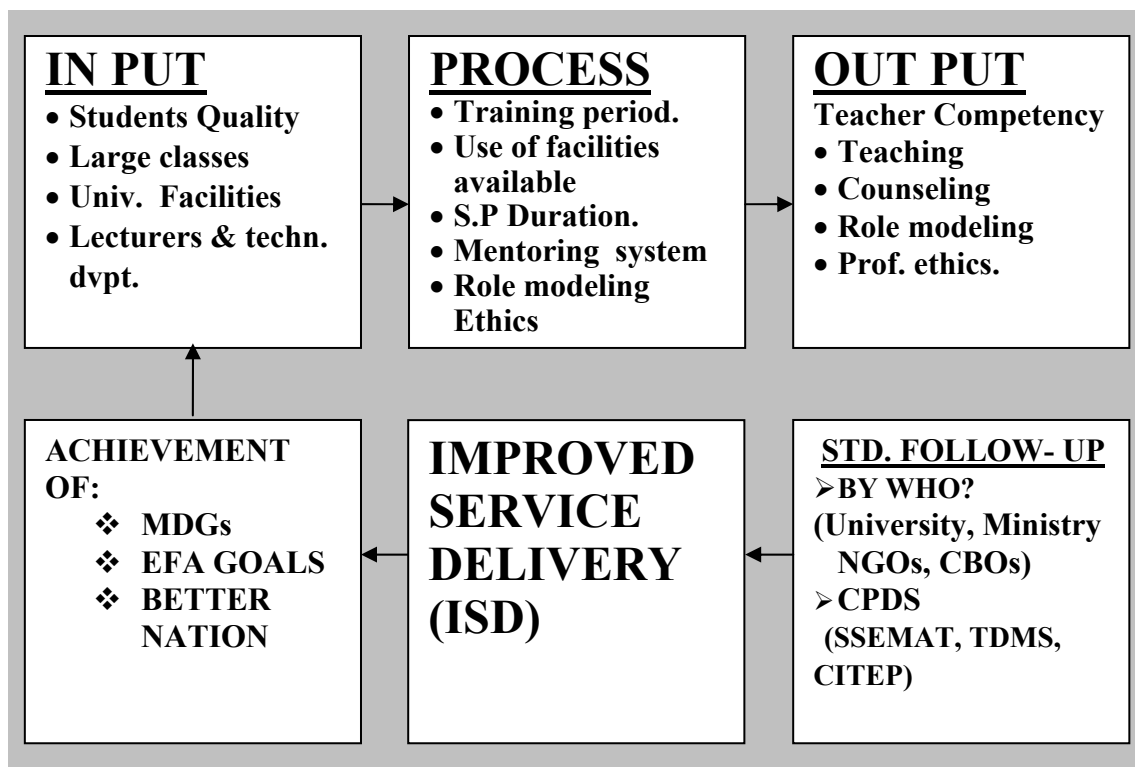
has developed a number of policies. They include:

- Government sponsorship to some Pre-service (fresh students) from High schools (Advanced level) and some of the up-grading for serving teachers to take courses at the university.
- Continuous payment of salaries and other benefits to up-grading students while at university.
- Ministry's initiation and funding to some Teacher Development projects like SSEMAT, TDMS, CITEP and other programmes
- Appointing and promoting some teachers who have up- graded.
- Special emphasis on Science education.
- Construction of new schools to absorb the large number of students in classes thus creating more employment opportunities.
- Creating promotional ladders even for those not in school administration.
- Construction of new Laboratories in Secondary Schools and Teachers' Colleges.

Challenges

"No teacher is better than the education system of his/her country (Kajubi W.S.1989)

Most of our challenges are based on the Systems Model of the Educational Process in most of our countries as illustrated below:

IN PUT • **Students Quality** • **Large classes** • **Univ. Facilities** • **Lecturers & techn. dvpt.**	**PROCESS** • **Training period.** • **Use of facilities available** • **S.P Duration.** • **Mentoring system** • **Role modeling Ethics**	**OUT PUT** **Teacher Competency** • **Teaching** • **Counseling** • **Role modeling** • **Prof. ethics.**
ACHIEVEMENT OF: ❖ **MDGs** ❖ **EFA GOALS** ❖ **BETTER NATION**	**IMPROVED SERVICE DELIVERY (ISD)**	**STD. FOLLOW- UP** ➢ **BY WHO?** **(University, Ministry NGOs, CBOs)** ➢ **CPDS** **(SSEMAT, TDMS, CITEP)**

INPUT:

Quality of Students

The initial challenges stem from the quality of students admitted to pursue education at university. Some of them take teaching as a last resort. Most Pre-service students do not take their studies seriously until examination time, while some up - graders find it difficult to balance their time among studies, family obligations and demands at their work places.

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Available Resources against Number of Students

The enrolment in universities, secondary schools and primary schools has gone high. This is due to the increase in seeking knowledge worldwide and also the introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE) in some countries (Uganda inclusive)in an attempt to meet one of the EFA / MDGs. This has led to quite large classes in schools and universities against the available teachers/lectures, books available, meals given, class/lecture rooms, furniture, dormitories, laboratories, libraries and toilet facilities.

Lecturers & Technological Development

The quality of teachers produced determines the quality of our national education standard. It is important therefore for teacher trainers to keep themselves abreast with technological advancement.

In order to teach such large classes effectively the teacher trainers have to be fully equipped with skills of utilizing facilities like computers and projectors. They should be able to update their lesson notes using the Internet.

However the challenge goes back to the availability and adequacy of facilities.

One wonders whether there are adequate computers and LCD projectors which can be used by the teacher trainers and their students for hands - on training. Unfortunately most of our secondary schools in Third World Countries lack overhead projectors. They might be available in some Faculties and Departments in universities but how many lectures apply them either to conduct their theory sessions or to guide their students through their practical sessions? All those are aspects of in-put which we need to look into if we are to address Teacher Education and Professional development issues.

PROCESS

Training Period

The issue of the training period needs to be addressed. In most universities in Uganda, an Education Degree course takes three years with two School Practice sessions of one month each.

This period would be enough but we need to look into the actual contact hours the lecturers have with the students in the lecture room, he actual lectures a particular student attends in a semester, the amount of content covered in a semester and the methods used by lecturers to conduct their lectures.

We also need to look into the aspect of School Practice. One would seek to find out whether

the School Practice period is adequate, whether the number of times a student is supervised, the methods used in supervision (Traditional or Clinical) and the opportunities given to the student to participate in the school activities help him/her to get acquainted with what s/he will handle in the near future as a qualified teacher.

Mentoring System

There are many things the students do not know about the profession. There is a need to have mentors (lecturers) responsible to a certain number of students in the university to guide the students on a number issues pertaining to the profession, for example issues of relationship with staff members and students of the opposite sex, the school culture and dress code. We also need counselors in the universities to help students cope with life challenges like broken love relationships, loss of parents/sponsors and academic overload. Such people also need to present themselves as role models to the students they guide and counsel.

OUT PUT
Teacher Competency
(Teaching, Counseling, Role modeling and Professional Ethics)

After the process comes the out put. We need to note teacher competency as our major out put. We should find out how our products (the students) are selling outside among the community and how the consumers (society and students) compare them with teachers from other universities. We need to ask ourselves and at the same time find out whether teachers from our universities are a Role model to their students in all aspects right from the first School Practice. Are they respected or just feared? Do they reflect professional ethics as expected of them? Are they able to counsel their students? Above all are they able to teach competently? If we can answer yes to all those questions then we can say that our in-put, process and the out - put are reliable.

However to ensure that we need a strong follow –up mechanism of our students in the field one or two years after their graduation, with the assumption that they are all posted upon completion and also remain in the teaching profession.

STUDENT FOLLOW- UP

Students' follow - up after completion is very important. Unfortunately it is not part of many universities, Kyambogo University inclusive. We need to learn from those universities practicing the system how it is being conducted, but it may require a combined effort with the Ministries responsible for Education in our various countries.
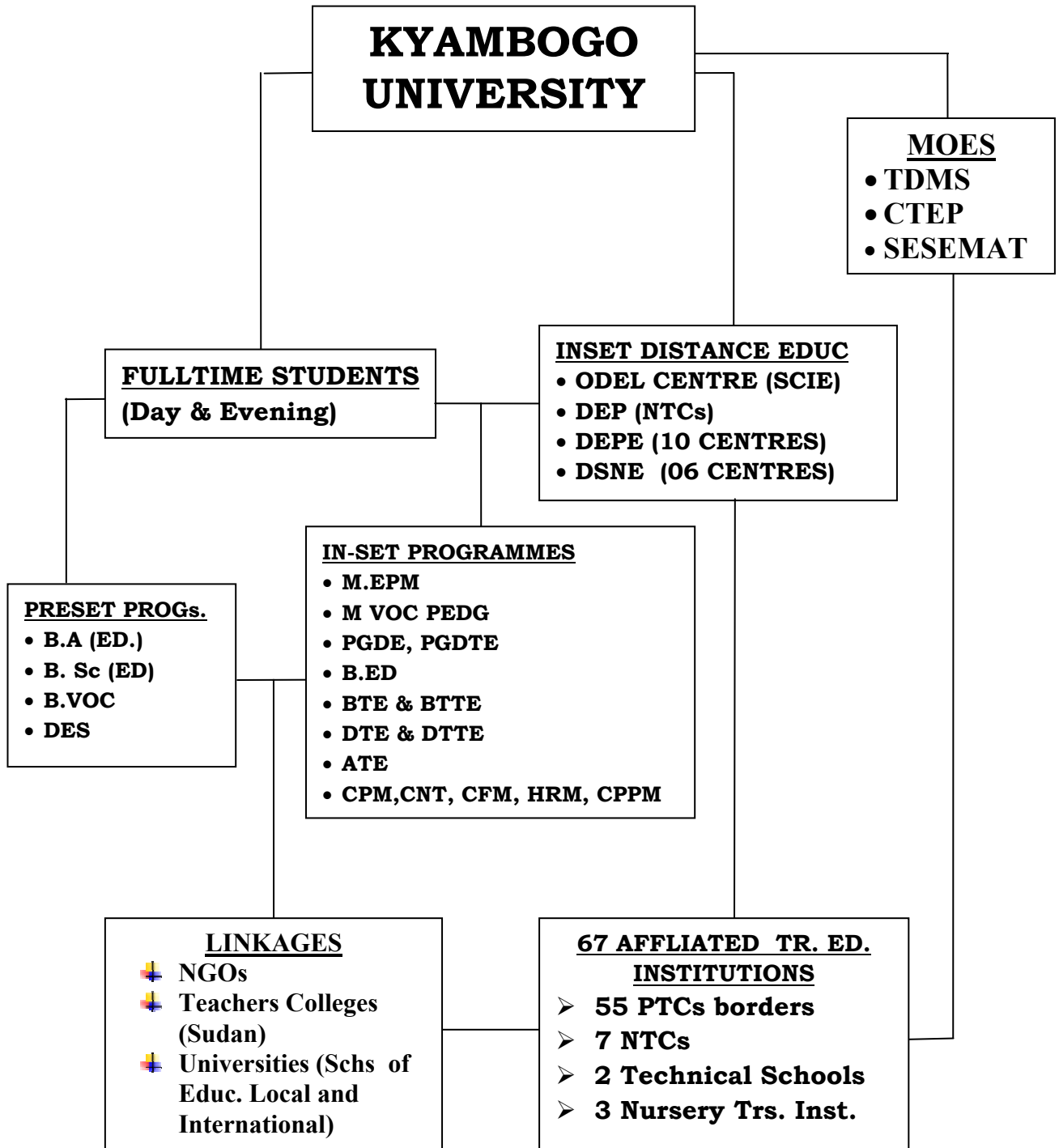
Way forward / Measures
- Lecturers need to use Participatory methods and techniques like Group Presentations and Micro teaching, in order to provide more confidence to the students before they step in class for the first time.

- Hands –on activities in the use of various equipment (projectors, computers, TVs, VCDs) in the classroom should be given more time during the Teacher Education programmes in our universities especially in Professional studies sessions.
- Our Schools of Education, Faculties and Departments need to introduce a mentoring system by assigning a number of students to a particular lecturer for mentoring and professional development support. We also need to employ counselors in our universities and encourage our students to utilize them.
- There is a need for Continuous guidance to students about task prioritization and utilization of their time while at the university.
- It is also necessary to advocate for more facilities in our universities to facilitate effective training.
- More training and the provision of ICT knowledge to students and lecturers especially those on Distance Learning to improve their communication with their lecturers during the time the students are away from the university.
- The University together with the Ministry of Education should introduce a monitoring mechanism for their former students , in order that the teacher quality after training will be able to address the gaps during the consequent training for those still training and those who have qualified.

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Appendix I

KYAMBOGO UNIVERSITY

MOES
- TDMS
- CTEP
- SESEMAT

FULLTIME STUDENTS
(Day & Evening)

INSET DISTANCE EDUC
- ODEL CENTRE (SCIE)
- DEP (NTCs)
- DEPE (10 CENTRES)
- DSNE (06 CENTRES)

IN-SET PROGRAMMES
- M.EPM
- M VOC PEDG
- PGDE, PGDTE
- B.ED
- BTE & BTTE
- DTE & DTTE
- ATE
- CPM,CNT, CFM, HRM, CPPM

PRESET PROGs.
- B.A (ED.)
- B. Sc (ED)
- B.VOC
- DES

LINKAGES
- NGOs
- Teachers Colleges (Sudan)
- Universities (Schs of Educ. Local and International)

67 AFFLIATED TR. ED. INSTITUTIONS
- 55 PTCs borders
- 7 NTCs
- 2 Technical Schools
- 3 Nursery Trs. Inst.

Appendix II

YEAR	2005	2006	2007	2008	2009
Total Graduates	2862	2021	5906	4134	4474
Graduates in Educ.	1304	876	2875	1871	2065
Percentage	46%	43%	47%	45%	43%

KYU Graduates 2005-2009

(Source: Academic Reg Dept KYU)