

Challenges and Opportunities in the Implementation of School-Based Teacher Professional Development: A Case from Kenya

Patriciah Wanjiku Wambugu¹, Kris Stutchbury² and Joan Dickie²

¹*Egerton University, Kenya*

²*Open University, UK*

Abstract: This study investigated how a school-based professional development programme, designed by the Headteacher and staff of a Kenyan primary school, and delivered by a Teacher Education in Sub-Saharan Africa (TESSA) team, supported teacher learning and growth. The TESSA team observed teaching in the classroom before the implementation of the school-based teacher professional programme. This was followed by the training of the teachers in the school. The TESSA team did an evaluation of the school-based training programme through classroom observation, an interview schedule and a teacher questionnaire. The evaluations were done three months and one year, respectively, after the school-based training. The findings indicate that teachers experienced professional growth through collaborative learning with colleagues, used a greater range of approaches and learned to self-reflect on their classes with more use of active learning. Teachers made productive use of textbooks as well as accessing and using TESSA OER in teaching.

Keywords: school-based teacher professional development, open educational resources, TESSA.

Introduction

Education and training policy addresses quality and efficiency as major issues in the development of a country's educational system. The objective of any education system is to provide quality education and training that would give learners opportunities for lifelong learning and meaningful participation in society as productive citizens. Teacher development, advancement in a teaching career and the availability of quality resources, among others, are essential factors in achieving this objective (Plessis, 2013; Park & So, 2014).

Highly effective teachers improve students' academic learning in the short-term and long-term quality of life. In addition, the quality of teachers in any school setting is claimed to be the most critical component for improving student achievement (Gichuru & Ongus, 2016; Fenster, 2014).

In Sub-Saharan Africa and especially in Kenya, academic achievement in primary schools has been low (Bold, et al, 2017; Government of Kenya, 2014). This low achievement has been confounded by overcrowded classrooms and a shortage of qualified teachers. Furthermore, teaching and learning is changing to keep up with the rapid developments and changes in education and digital technologies. Teachers are therefore expected to continuously develop and improve their professional

