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Reforming Zambian Pre-Service Teacher Education for Quality Learning

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P.C. Manchishi

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DEDICATION

This book is a small contribution in the field of Teacher Education and I have dedicated it to my wife Rita Chiwaya Manchishi and my children: Nkonde, Chomba, Chilatebe, Shimukunku, Kamufisa and Mwila.

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FOREWORD

There is no programme which can be successfully implemented without the involvement of teachers because teachers are key actors in any education system in any country. Therefore, the pre-service education that the teachers go through as well as the opportunities provided to them to grow professionally while in service, are of great importance to the whole Zambian education system.

The analysis of the Zambian Pre-service Education in Chapter Five, has revealed that not all is rosy. Pre-service teacher education can be compared to a foundation of a house. If the foundation of a house is weak, then the house is likely to collapse in the event of heavy rains. In the same way, a weak Pre-service Teacher Education may result in poor delivery of quality education. This book has been written specifically to correct this scenario.

Chapter Six in particular, contains some measures meant to enhance the design and delivery of the Zambian Pre-service Education. The measures may be of use to the policy makers, teacher educators and all those involved in the training of teachers in the country.

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PREFACE

Teachers are key factors in any educational system anywhere in the world. As such, their initial training before they enter the teaching profession is crucial and should be handled with much attention. The quotation hereafter, confirms this statement:

Teacher Education is central to the effectiveness and efficiency of the total education system. The quality of Zambia's schools reflect the quality of the teachers manning these schools, while the quality of the teachers reflect the effectiveness of the institutions that trained them (MoE, 1992: 97). In short, one of the requirements for quality of education is the proper pre-service training of teachers (Awol, 2010: 5).

In line with the quotations above, pre-service teacher education should be viewed more than just an exercise to increase the supply of teachers in schools:

It should aim at preparing a teacher who will contribute to the political, social, economic and cultural development of the community and the nation at large, a teacher with good personality, with right attitudes and responsibility, a teacher who will guide children, youths and adults in the pursuit of knowledge to become useful and self-reliant citizens (MoE, 1977: 67).

It is in this context that I thought of writing this book.

The book is divided into six chapters: Chapter One presents the Zambian education system, while Chapter Two discusses the origins of the Zambian Pre-service Education. Chapters Three and Four describe the pre-service teacher education during the colonial and post-colonial

periods respectively. Chapter Five gives an analysis of the situation regarding pre-service teacher education, the main reference institution being the University of Zambia. Finally, Chapter Six attempts to offer some measures to reform pre-service teacher education in Zambia. The measures are not exhaustive and are coming from extensive research on the subject, including experiences from other countries. It is my sincere hope that some of these may be of use to our policy makers, teacher educators and other stakeholders.

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CHAPTER ONE

BACKGROUND

Overview

Zambia is a former British Colony. It is a landlocked country located in Southern Africa and shares borders with Angola, Botswana, Democratic Republic of Congo, Malawi, Mozambique, Namibia, Tanzania, and Zimbabwe. It lies on latitudes 8° and 18° S and longitudes 22° and 34° E and covers an area of 752 614 Km².

Indigenous education in this part of Africa was orally imparted by the teachers (elderly people) to the young (pupils). As for the teachers, there was no formal training for them as we know it today. Learning did not take place in designated places and the curriculum focused on norms, culture, traditions and specific skills in society. On the whole, indigenous education was relevant to the society and produced well-grounded personality to fit into the society.

Formal education which is the conventional western system of education where learning and teaching are methodical and regular, and takes place in a classroom of a school with a specific curriculum, was introduced into this part of Africa by the European Christian Missionaries who started their missionary work in the 1880s. They prepared the first curriculum which was designed with a Christian motive in mind.

The first teachers in these mission schools were the missionaries themselves. But as schools increased in number, the need for teachers arose and hence, the genesis of teacher training which is the focus in this book.

Zambian Education System as at 2012

The Zambian Education system has a 9-3-4 structure: nine years of basic education, Grade 1 - 9, three years of high school education, Grade 10 - 12 and four years of university education.

The basic education starts at about the age of seven years. It is divided into three stages: *viz a viz* the lower basic Grades 1 - 4, the middle basic, Grades 5 - 7, and the upper basic grades 8 - 9. Because there are not enough places in Grade 8, there exists at Grade 7, a composite examination used for selection to Grade 8 and for certification. At Grade 9, there is yet another national examination for entry into high school, Grade 10 and for certification.

High school is the second cycle comprising Grades 10, 11 and 12. There is also an examination at Grade 12 for selection into higher education at college and university and also for certification. The long-term policy for high schools is to have some of them specialised in technology, practical areas, commercial studies while others will continue to offer general academic programmes. The government which was ushered into power in 2011, of the Patriotic Front (PF) party, proposed to re-introduce primary school, Grades 1 - 7, and secondary school, from Grades 8 - 12. Higher education is run by various ministries and the private sector which offer certificates, diplomas and degrees. Public colleges of education and universities fall under the tutelage of the Ministry of Education, Science, Vocational Training and Early Education. There are other public institutions of higher education which are administered by government ministries other than the Ministry of Education, Science, Vocational Training and Early Education.

Structure of the Zambian Education System

Institutions of Higher Education: Colleges and Universities	
Grade	
12 11 10	High School
9 8	Upper Basic
7 6 5	Middle Basic
4 3 2 1	Lower Basic
Pre-school education (not compulsory but government is keen on early education)	

Pre-Service Teacher Education

Teacher training in Zambia is offered at four levels as follows:

- Teachers who are prepared to teach in pre-schools.
- Teachers who are trained to teach from Grade 1 -7 (lower and middle basic classes).
- Teachers who are prepared to teach from Grade 8-9 (upper basic classes).
- Teachers who are trained to teach from Grade 10-12 (high school).

Teachers for commercial subjects, Agricultural Science, Industrial Arts, Music and Art are trained in institutions which are not teacher training colleges but are under the tutelage of government ministries other than the Ministry of Education, Science, Vocational Training and Early Education.

In-Service Training Teacher Education

In order to update or upgrade serving teachers, the Ministry of Education Science, Vocational Training and Early Education has put

measures in place to provide in-service education. Firstly, there are upgrading programmes leading to higher qualifications. These are offered in colleges of Education and universities. Secondly, there are short updating activities. These take place in schools and teacher resource centres in form of subject meetings, teachers' group meetings and head teachers' in-service meetings.

Financing Education

The guiding principles in the financing of education as stipulated in the Educating Our Future (1996: 170) Policy Document on Education are; efficiency, equity, cost sharing and accountability.

In terms of strategy, the government provides in its annual budget, funds for teaching-learning materials, infrastructure and school or college expansions (*ibid*, 170). In line with the general principles and strategies stated above, public teacher education is largely financed by the government with some help coming from the donor community.

Administration of Education

In keeping with the democratic and liberal philosophy that Zambia has embraced, the government adopted in 1991, the policy of decentralising control and management of the education system. This was effected through the establishment of Education Boards at school, college and district levels. However, the Ministry of Education Science, Vocational Training and Early Education headquarters has continued to be responsible for policy analysis, planning, resource mobilisation, national curriculum, quality assurance, monitoring and evaluation outcomes. As for the public universities, these are autonomous and are run through the University Act.

Summary

Chapter One has presented a general and brief picture of the structure and administration of the Zambian education system. This was necessary because teacher training which will be discussed in the chapters that follow is linked to the country's school structure.

CHAPTER TWO

ROOTS OF THE ZAMBIAN PRE-SERVICE TEACHER EDUCATION

Early Missionary Settlements and the First Schools

The first school in this country was established in 1883 at Emause in the present Western province by a Plymouth Brethren missionary Fredrick Arnot. What followed later, was the 'scramble' for 'sphere of influence' by various missionary denominations. The following paragraph presents a succinct account of the early missionary settlements between 1883 and 1923.

In the present Western province, schools were established at Sesheke in 1885 and Sefula in 1887 by the Paris Evangelical Mission representative Francois Coillard. The Primitive Methodists also settled in the same province in 1893. The Northern province of Zambia was initially Christianised by the London Missionary Society, the Church of Scotland and the White Fathers. The Eastern province was evangelised by the Dutch Reformed Church, the White Fathers and the Universities Mission to Central Africa. The Universities Mission to Central Africa also settled in the Central province at Fiwila near Mkushi. They were joined by the Wesleyan Methodist Missionary Society at Chipemba and Keembe in the Central province. Lusaka province was host to the Society of Jesus at Kasisi and the Wesleyan Methodist Missionary Society in 1906. The Jesuits also settled at Chikuni in the Southern province and were later joined by the Seventh-day Adventists at Rusangu in 1906. In 1905 the Brethren in Christ settled at Macha while the Universities Mission to Central Africa settled in Livingstone in 1910 and at Mapanza in 1911. In 1905, the South African Baptist Missionary Society settled on the Copperbelt at Kafulafuta. In 1910,

the Southern African General Mission established themselves in North-western province near Solwezi where they were joined by the Brethren, Christian Mission to Many Lands (CMML) when Walter Fisher came to Kaleni. Finally, Luapula province was converted by the Universities Mission to Central Africa and the CMML.

The Early Missionaries' Initiatives in Teacher-training

As the number of schools increased, the need to train local teachers also arose. The early local teachers were teacher evangelists or catechists who were trained at mission stations. For the evangelists or catechists to qualify to teach, they were required to be proficient in reading and writing in one of the local languages spoken in the community around the school and were also required to possess some basic knowledge in Arithmetic. Those recruited were trained for a period of two years. Upon completion of their teacher training, they were posted to village schools to teach others the skills they had themselves learnt and acquired.

As soon as a student could read and write tolerably well and was willing to be employed, he/she was to be sent out to the village to teach others his/her own limited skills (Snelson, 1990: 129). The training programme included, among other activities, lessons in the morning and in the afternoon manual labour, practical skills in carpentry, smith work, dam or road construction, building, ploughing, planting maize, rice, vegetables and sowing beans. It should be noted that each denomination trained its own teachers in its own way. There was no coordination and student teachers were not subjected to national examinations at the end of the course.

The need for coordination of missionary educational activities among the various missionary denominations in the country was recognised at the first General Missionary Conference held in July 1914 in Livingstone. Present at this conference were representatives from the Primitive Methodist, the Paris Evangelical Mission, the Universities Mission to Africa, the Brethren in Christ and the Wesleyan Methodist. Apart from the recognition of the need to coordinate the various missionary educational activities in the country, the Conference also

recommended a properly conducted teacher training programme. To emphasise this point, the Conference asserted as quoted in Snelson (1990: 28) that, 'A well trained native teaching staff was an urgent necessity and we hope the help to provide this will be forthcoming.'

The British South African Company (BSAC) Involvement in Teacher-training

Between 1890 and 1923, the country was administered by the British South African Company (BSAC). During this period, the Company was merely pre-occupied with commercial gains and had no interest in the provision of education to the local people. In fact, there was only one public school built under its rule, the Barotse Native School in the Western province; and the Company observed that the teachers sent to village schools lacked supervision, were inexperienced, and some were too young with questionable character. It is for these reasons that the Company sought legislation to deal with these educational issues; and legislation was drafted by 1915 and made official in 1918. It was known as the 'Native Schools Proclamation.' On teachers the proclamation stated:

No person shall be a teacher in any school unless duly qualified and no person shall be deemed to be qualified unless he/she produces to the administrator, or to the officer appointed for the purpose, such certificate of efficiency and good conduct as the administrator may by regulation prescribe and also in the case of schools where there is no European in-charge, proof that he is married and living with his wife at the village where he intends to teach (Snelson, 1990: 130).

The proclamation did not please most missionaries and was considered to be an interference in their educational activities. In response to the Proclamation, a General Missionary Conference was convened in 1919 at which the missionaries proposed amendments to the 1918 Native School Proclamation and these were submitted to the authorities who after studying them revised the Proclamation. Hence, in 1922 a new 'Native Schools Proclamation' was published. In the revised

Proclamation, it was accepted that teachers were going to be certified as qualified and of good conduct by the missionaries who trained them. As a way of consolidating efforts to coordinate educational missionary activities in the country, a third General Missionary Conference was held in 1922. At this gathering, the need for coordination of educational activities in the country featured predominantly. The conference also proposed the establishment of a third good and well organised regular school in the present Eastern province at which teachers were going to be trained. There were already two such institutions at Sefula and Kafue.

In a nutshell, looking at teacher training programmes during the period 1883 to 1923, one would safely state that it is undeniable that the teacher training offered by the missionaries was practical in nature and an effort was made to train teachers who, upon completion of their training, were able to assume the role of leadership in the community they were to serve. In other words, the training programme advocated for the production of teachers of good morals and attitudes as the quotation below confirms:

There will be no Catholics unless there is a Catholic School and it is the teacher who has to do most of the work of teaching religion, holding prayers for the villagers every Sunday and so on. He must be trained not only professionally and academically but above all morally (Carmody, 1999: 62).

Summary

During the pre-colonial period, individual missionary societies trained their own teachers for their own schools. The training was informal and there was no certification. The teachers trained were mainly evangelists. In a nutshell, teacher education during this period was not centrally coordinated.

CHAPTER THREE

PRE-SERVICE TEACHER EDUCATION DURING THE COLONIAL PERIOD

Later Missionary Settlements

From 1 April 1924, Northern Rhodesia was directly ruled by the British government. In spite of the change in administration, the missionaries were still in the forefront in the provision of education to indigenous people. In fact, between 1923 and 1936 there were further missionary settlements in the country. For instance, the Church of Christ (1923), the Salvation Army (1926) and the Pilgrim Holiness Church (1933) all settled in the Southern province. Further, the Capuchin and the Franciscan Fathers joined the other denominations in the North-western province. In addition, the Paris Evangelical Mission who had already settled in the Western province were re-enforced by the Capuchin and the Franciscan Fathers in 1931. Lastly, the United Mission (Union of Churches) and the United Society for Christian Literature established themselves on the Copperbelt.

The Phelps-Stokes Commission

In 1924, the Colonial Office in London set up a Commission known as the Phelps-Stokes Commission to examine the education system in its colonies and advise the government. This Commission was specifically tasked to:

Investigate the educational needs of the people in the light of their religion, social hygienic and economic conditions to ascertain the extent to which their needs were being met and to assist in the formation of plans to meet the education needs of the native races (Snelson, 1990: 140).

When Northern Rhodesia was under the Colonial Office, the Commission visited East and Central Africa. Some of the members of the Commission who visited Northern Rhodesia included: Jones, Aggrey, Wischer and Doughall. A special General Missionary Conference was convened at Kafue, at which submissions were made to the Commission. It should be noted that a similar Commission had earlier visited West, South and Equatorial Africa. Both Commissions were funded by the Phelps-Stokes Fund which had been set up by Miss Caroline Phelps-Stokes to help Negroes in Africa and the Southern USA to further their education. Some of the Commission's main recommendations were:

- (i) creation of a Department of Native Education;
- (ii) appointment of a Director for Native Education;
- (iii) establishment of an Educational Advisory Board; and
- (iv) provision of Subsidies to missionary educational work.

On teacher-training, the Commission strongly advised that, 'Priority should be given to the establishment of teacher-training institutions at selected mission stations' (Snelson, 1990: 139). The Commission's recommendations were submitted to the Colonial Office by the Advisory Committee on Native Education in 1925 through a memorandum entitled, 'Education Policy in British Tropical Africa', which proposed the following teacher education:

The Native Teacher Staff should be adequate in numbers, in qualifications and in character and should include women. The key to a sound system of education lies in the training of teachers and this matter should receive primary consideration (Snelson, 1990: 143).

The document also went further and recommended in-service training for teachers as a way of improving quality teaching. One way of doing this, it suggested, was to ask, specially trained teachers, 'itinerant teachers' to visit village schools and discuss with the local staff, in this way, the local teachers would be frequently updated in their profession. The document stated that, 'By bringing to the village schools new ideas and fresh inspiration and encouragement, they will infuse vitality into the system' (Snelson, 1990: 143).

As a result of the Commission's recommendations, a sub-department of Native Education was established in 1925 and Geoffrey Chitty Latham was appointed as its first Director. Although Latham was given the responsibility to run the newly created department, he was not an educationist. He was an Assistant Magistrate, Director of Census and Native Commissioner.

Latham's Efforts to Improve Teacher Training

In 1925 when Latham was appointed Director of the newly established sub-department of Native Education, there were only two institutions in the country which offered properly conducted teacher-training, namely; Sefula and Kafue which were run by Rev. A. Coisson and J. Fell respectively. When Latham took up the appointment, he immediately embarked on improving teacher-training because according to him, 'A well trained teacher was the only basis on which a good school could be run' (Snelson, 1990: 169).

In order to achieve his plans, Latham proposed the following measures: Firstly, he recommended that missionaries should construct regular schools to be manned by a trained educationist. These institutions were to include a practicing or demonstration school. Secondly, in order to motivate the missionaries to establish regular schools, he paid grants to educationists who were teaching in these schools. Thirdly, he paid small grants as salaries to certified teachers.

Largely due to Latham's effort, by 1926, more properly conducted teacher-training centres started operating at Madzimoyo, Johnston Falls, Rusangu, Fiwila, Mbereshi, Lubwa and Chikuni. In June 1928, the first departmental examinations for teachers in the country were held based on the Standard Four Syllabus. In addition, there were papers on the theory of teaching and school administration. There were 261 candidates who sat for these examinations and only 113 were successful. The successful candidates were issued with provisional certificates which were subject to confirmation after the inspection or observation of the teachers at work in schools.

Teacher Education between 1930 and 1952

In the 1930s, teacher-training underwent further reforms. In 1934, Standard Four was recognised as the official qualification required for elementary teacher training. Before 1934, candidates with Standard Two qualifications were accepted. The first Lower Middle School Teacher Examination based on Standard Six syllabus was held in 1935 and only five candidates from Lubwa sat for this examination and all of them passed. By 1939, the number of teacher-training institutions increased to thirteen.

In 1939, Jeanes Teacher's Training College situated at Chalimbana, east of Lusaka was opened. The origin of this College can be traced to the Jeanes School in Mazabuka whose aim was to train teachers as supervisors of village schools. The School was named after Jeanes. Due to some logistical problems, the institute in Mazabuka was closed in 1937 and later re-established at Chalimbana in 1939. With efforts of Norman Porrit, the first Agricultural Teacher Training College was opened in 1940 at Senga Hills in Mbala. The agricultural teacher training was a two-year course after a candidate had completed upper primary school. The aim of the College was to train agricultural teachers to teach in schools.

During the Second World War, a temporal measure was put in place to increase the provision of teachers through a one-year teacher training programme whose graduates were known as T5; trained to teach lower primary classes. This teacher training programme was later abandoned. By 1946, the number of African teachers had increased to 3 550. During the same period, an in-service course to upgrade serving teachers was launched at Jeanes in Chalimbana. It was known as the Higher Teacher Course (HTC).

By 1949, there were 173 men and thirty-three women qualified to teach in lower primary schools and 225 men and forty-two women had completed Junior Teacher's Course commonly known as T4.

The Federal Era, 1953-1963

In 1953, in spite of the resistance from the local people, the Federation of Rhodesia and Nyasaland was established. The Federation comprised three countries, namely: Northern Rhodesia, Southern Rhodesia and Nyasaland. The responsibility of administering education was restructured as follows; the Territorial Government was in charge of the African education while that of the other races fell under the custody of the Federal Government.

During this period, teacher training was centralised and rationalised. The following teacher-training colleges were established: Kitwe Teacher Training College (1953), Charles Lwanga Teacher Training College (1959), David Livingstone Teacher Training College (1959), Malcom Moffat Teacher Training College (1960) and Mufulira Teacher Training College (1963). By 1960, there were seven grades of locally trained teachers in the country ranging from T1 to T5. T4 and T5 teachers were trained to teach in the lower primary schools while those with T2 and T3 qualifications taught in the upper primary schools. T1 teachers taught in the junior secondary schools. Two upgrading programmes for teachers were offered in some colleges. These were, the Higher Teacher Course (HTC) and the Further Teacher Course (FTC). It should be noted here that, during this period, both pre- and in-service programmes were conducted in the same teacher training colleges until 1970 when Chalimbana was turned into a National In-Service Teachers' College (NISTCOL).

In 1961, the minimum entry qualification into a teacher training institution was raised from Standard Six to Form Two and there were only two types of teacher qualifications, namely; L2 for lower primary teachers and U2 for upper primary teachers.

Summary

In summary, it can be stated that during the colonial period, efforts were made to coordinate and improve teacher training in the country. To start with, teachers' examinations were centralised. The entry academic qualification to institutions of teacher training were raised and the

training programmes were later centralised and rationalised. The other notable progress by the colonial government was the introduction of a systematic in-service training of teachers as a way of upgrading them. Lastly, teacher-training was stratified, that is, teachers were trained for various levels of the school system but this was dependent upon their qualifications.



Charles Lwanga and Chalimbana

CHAPTER FOUR

PRE-SERVICE TEACHER EDUCATION DURING THE POST-COLONIAL PERIOD

At Independence

On 24 October 1964, Northern Rhodesia obtained political independence from the British colonial rule to govern herself and became known as Zambia. One of the problems the young nation faced was that of inadequate human resources to make the programme of Zambianisation succeed. Therefore, in its early development plans between 1964 and 1970, the new government embarked on the expansion of the education sector, particularly at primary and secondary school levels. The expansion created yet an additional problem of insufficient teaching staff to manage the schools which had increased in number. So, the need for the expansion of teacher training arose. It should be noted that at independence, Zambia had six teacher training colleges, namely; Chalimbana, David Livingstone, Kitwe, Charles Lwanga, Malcom Moffat and Mufulira with a total of 1 283 students of which 798 were males and 485 were females.

Expansion of Teacher-training

To meet a post-independence surge in primary school enrolments, the government in 1966 implemented a 'crush' programme at Chalimbana which required trainees to stay in college for only one year. The second year was spent in schools teaching under close supervision by college tutors. Due to logistical problems, the programme was abandoned in 1968. It should be noted that the quality of teaching in primary schools

suffered badly from this arrangement and it was found necessary to provide extensive in-service training opportunities for teachers trained under this scheme.

In 1966, the University of Zambia was opened and offered a one-year Post Graduate Certificate in Education (PGCE). This course catered for those who had BA/BSc degrees but lacked a teaching qualification. In 1967 the University started formal training of secondary school teachers. Between 1966 and 1977, the government built the following colleges: Mongu (1966), Kasama (1966), Chipata (1966), Kabwe (later called Nkrumah) opened in 1967, Lusaka College for the Teachers of the Handicapped (LCTH) later renamed as the Zambia Institute for Special Education (ZAMISE) opened in 1971. The Copperbelt Secondary Teachers' College (COSETCO) opened in 1974, Mansa in 1976 and Solwezi in 1977.

The Policy Context of Teacher-training

Since independence, Zambia has had three major educational policy documents, namely; the *Educational Reforms in 1977*, *Focus on Learning in 1992* and *Educating Our Future in 1996*. The period of the 1970s experienced a strong feeling for change in the education system among Zambians who felt that the education system was too academic and not practical enough to meet the country's challenges. Therefore, it was decided to conduct a national review of the whole education system. Between 1975 and 1977 the review took place including among other things, consultations with stakeholders and field trips abroad. The exercise culminated into a working document entitled, *Education for Development Draft Statement on Education Reform* which was subjected to a national debate launched by the then Republican President Dr Kenneth Kaunda at a special press conference held on 24 May 1976. The national debate gave birth to the famous document entitled, *The Educational Reforms Proposals and Recommendation in 1977*.

In the 1977 Reforms, education was viewed as a tool for personal and national development. In this vein, the aim of education was defined as:

To develop the potential of each citizen to the full for his/her own well-being as well as that of society and for selfless service to his/hers fellowmen and women. Such education should thus be true to the integrity of individuals as well as to the needs of our society and our common community (MoE, 1977: 5).

Opportunities were going to be provided to each citizen within the limits of his/her capacity so as to:

- (i) obtain an education based on his/her interest, abilities and needs to attain intellectual excellence and acquire practical skills or experience;
- (ii) contribute to the economic and social development of Zambia;
- (iii) learn how to participate in the national and community problems and to foster national unity;
- (iv) develop emotionally, morally, spiritually, socially and politically so as to be increasingly able to cope with life's problems;
- (v) develop cultural and aesthetic appreciation; and
- (vi) develop the spirit of self-reliance and patriotism and the sense of international solidarity.

On teacher education, the 1977 Reforms stressed:

The training programmes should lay stress on developing the teacher's personality, right attitudes and responsibility ... in short, teacher education should prepare the trainee teacher for the task of guiding children, youth and adults in the pursuit of knowledge to become useful and self-reliant citizens (MoE, 1977: 61).

The Reforms, according to the quotation above, recognised the role of a teacher as key in the whole educational system. Therefore, the success of the implementation of the Reforms depended on the teacher. In this context, the Reform defined the teacher's role as:

The teacher should communicate knowledge in a manner that helps children and young people to develop both the desire and ability to learn. The teacher should, therefore, have good command of the subjects he teaches and be resourceful in translating his knowledge into effective learning experience for his/her student (MoE, 1977: 61).

Furthermore, the Reforms regarded the teacher as an educator and a community leader. The teacher's role as such, was to:

Guide students in forming positive and acceptable social values in life... should have an insight of various political, social, economic and other problems beyond his/her local community and also have an appreciation of the problems of the international community, which he/she is part of. This enables him/her to be a teacher of students and also a teacher of other people outside the classroom (MoE, 1977: 61).

While in the teacher training colleges, the student teachers were required to master, among other disciplines, principles and practice of teaching, educational psychology, evaluation and guidance, general education, political education, humanism and production unit. The Reform also advocated for a well organised in-service training for serving teachers in various programmes. Teacher-training colleges were to operate as resource centres where all educational activities were to take place.

One thing that needs to be stated about the 1977 Reforms without one making any contradictions is that, it was holistic in approach and very comprehensive. In short, it was reconstructionist, a reason why it carried the tag 'Education for Development.'

In 1990, the World Conference on Education for All (WCEFA) was held in Jomtien, Thailand. Zambia participated at the conference. In 1991, as a follow-up to the Jomtien conference, Zambia convened a national conference on 'Education for All' which was held at the Mulungushi International Conference Centre in Lusaka. At the end of the conference, a team of educationalists was tasked to compile a report which later culminated into a publication of the second major educational policy document for the country and replaced the 1977 Reform. The document was entitled, *Focus on Learning: Strategies for the Development of School Education in Zambia in 1992*.

In *Focus on Learning*, education was viewed as an instrument to: 'Foster the fullest possible development of each individual for his or her personal fulfillment and as a significant member of the Zambian community' (MoE, 1992). To achieve this aim, *Focus on Learning* proposed specific goals as follows:

- (a) A thorough and sound intellectual formation, which includes a growing ability to reason reflectively, logically and critically.
- (b) An appreciation for the achievements, cultures and traditions of the past.
- (c) A careful and critical study of the social and physical sciences and of technology such that it will lead to a basic grasp of scientific method.
- (d) The development of the imaginative, effective and creative dimensions of each student in all courses of study.
- (e) The development of character traits regarded as important and of a personal sense of moral values and moral responsibility;
- (f) An appreciation of the importance of work in human development.
- (g) The harmonious development of physical qualities and attributes that promote the ability to use the best qualities of each individual to contribute to the greater advantage of the group.
- (h) The provision of a substantial and recognisable preparation for adult life (MoE, 1992: 6-7).

Additionally, *Focus on Learning* stressed on the provision of compulsory quality seven-year education (primary education). It stated, 'The basic national policy in the education sector is to provide every eligible child with good quality education in Grades 1-7' (MoE, 1992: 15).

The stress on primary education was in line with the Jomtien, World Conference on Education for All with the perception that completion of the primary education would help in alleviating poverty, ignorance and promote economic and social development. On teacher-training, *Focus on Learning* recommended a training programme whose goal would be to:

Transfer Grade 12 school leavers into professionals who are masters of their subject knowledge appropriate at the primary level, competent in teaching skills and imbued with a sense of professional commitment to educating beginners and the young (MoE, 1992: 17).

The provision of a compulsory seven-year education required raising the staffing levels in schools. Therefore, *Focus on Learning* proposed the full utilisation of the existing college facilities by increasing the intake of boarding and day students, expansion of the existing colleges and establishing some new teacher-training colleges. In the field of in-service training, the document had proposed a comprehensive and systematic programme whose purpose was to update teachers in the new curriculum content and materials and to also improve teacher subject-matter knowledge.

Lastly, *Focus on Learning* was critical of the curriculum followed in primary teacher training colleges because it was found to be overloaded with stress on content and examinations with no room for problem solving skills and independent research. As a result, trainee-teachers developed an authoritarian teacher-centred style of teaching which promoted factual knowledge acquisition and memorisation. In other words, the programme lacked flexibility and originality in teaching styles.

While the 1977 Reforms were broad in the coverage of the education system, to the contrary, *Focus on Learning* followed a narrow approach by focusing only on sub-sector, primary education. All the same, *Focus on Learning* ably highlighted the need for adequate resources for the provision of quality seven-year education.

From 1972 – 1991 Zambia was a One Party state. In 1991, the country reverted to a multi-party democracy system of governance. This new political system and ideology necessitated the need for a new educational policy document, hence the publication of *Educating Our Future* a national policy on education in 1996. It was based on the ideas of liberalisation, decentralisation, equality, partnership and accountability. In *Educating Our Future*, the goals of education were spelt out as producing a learner capable of:

- (i) being animated by a personally held set of civic, moral and spiritual values;
- (ii) developing an analytical, innovative, creative and constructive mind;
- (iii) appreciating the relationship between scientific thought, action and technology on the one hand, and sustenance of the quality of life on the other;

- (iv) demonstrating free expression of one's own ideas and exercising tolerance for other people's views;
- (v) cherishing and safeguarding individuals' liberties and human rights;
- (vi) appreciating Zambia's ethnic cultures, customs and traditions and upholding national pride, sovereignty, peace, freedom and independence;
- (vii) participating in the preservation of the ecosystems in one's immediate and distant environments;
- (viii) maintaining and observing discipline and hard work as the cornerstone of personal and national development;
- (ix) increasing access to education and life-skill training;
- (x) building capacity for the provision of quality education;
- (xi) creating conditions for effective coordination of policies, plans and programmes; and
- (xii) rationalising resource mobilisation and utilisation.

On teacher-training, *Educating Our Future* recognised that the quality and effectiveness of an education system depended on the quality of its teachers. Therefore, pupils educational and personal well-being hinges crucially on teachers' competence, commitment and resourcefulness. Therefore, essential competencies required in every teacher are mastery of the material that is to be taught and skill in communicating that material to pupils. As for the teacher-training curriculum, *Educating Our Future* proposed that it should not be narrowly confined to what goes on in class. Instead, the training should also make provision for the personal education and growth of the students.

For the first time since independence, it was proposed that there be a 'Teacher Education' department in the Ministry of Education (MoE). The document also proposed an establishment of a Teacher Accreditation Board along the lines of the Medical Council of Zambia for medical staff. Once in place, the Board's principle role would be to '... set and maintain the highest professional standard among teachers in the interests of the teachers themselves and of the pupil, parents and the entire community' (MoE, 1996: 120). Just like the 1977 Reform, *Educating Our Future* was a very comprehensive national policy document and was very elaborate on all the sub-sectors of education.

Field Based Teacher-Training Approach (FIBATTA)

In order to address the shortage of qualified teachers in the country, the MoE, in 1997, launched a teacher-training programme known as Field Based Teacher Training Approach (FIBATTA) for teachers to teach Grades 1 - 7 classes. The programme was initiated by the inspectorate unit in the MoE. Although the main aim of the programme was to address the shortage of teachers, it also tackled quality through the reorganisation of the teacher curriculum. FIBATTA considered: 'A competence-based curriculum aimed at developing, broadening and deepening the pedagogical and professional competence of the trainees through active methods of study' (Musonda, undated). Barely three months after it was launched, the programme was discontinued, in its place a donor-driven programme known as Zambia Teacher Education Reform Programme (ZATERP) was started.

Zambia Teacher Education Course (ZATEC)

One of the major focuses of *Educating Our Future* was the improvement of quality in basic education and the increase of the supply of teachers. To increase the supply of teachers in basic schools, the MoE and Danish International Aid (DANIDA) in 1997 piloted a programme in three teacher training colleges, namely; Mufulira, Kitwe and Solwezi. The programme was known as Zambia Teacher Education Reform Programme (ZATERP). In this programme, trainee teachers spent the first year in college and the second year was school based. The programme proved a success and was taken to scale at all the ten primary Colleges of Education 2000 under a new name, 'Zambia Teacher Education Course (ZATEC)'.

ZATEC was a two-year course and was professionally-oriented. It prepared teachers to teach Grades 1-7. The first year was college-based during which trainees were exposed to theories of teaching and learning. The second year was school-based during which the student teachers taught under the supervision and support of mentors, and continued with their studies.

ZATEC represented a radical shift from previous practice in teacher education and implied a parallel change in basic education practice.

It was based on the principle of the integration of the traditional subjects, rather than their differentiation, to produce a curriculum that is relevant to local needs. The curriculum recognised the primacy of literacy, numeracy and a number of cross cutting themes, which had been identified as central for the future of Zambia. It stressed the active participation of students (MoE, 2001: 4).

ZATEC gave the trainee-teachers the opportunity to try out different educational theories in practice while they were still studying and could be given advice. As for the curriculum, ZATEC adapted the concept of 'Areas of Study' whereby subjects were grouped as indicated in the table below:

Areas of Study and Contributory Subjects

Study Area	Contributory Subjects
Education Studies	Educational Sociology, Educational Psychology
Literacy and Language Education	Local Languages, English
Mathematics and Science Education	Mathematics, General Science/Environmental Science, Agriculture, Geography
Expressive Arts	Art, Music, Dance, Physical Education
Social, Spiritual and Moral Education	History, Geography, Civics, Religious Education, Moral Education
Technology Studies	Design, Home Economics, Industrial Arts Technology

A few comments need to be made about ZATEC. The programme at its inception was not publicised and there was no consultation regarding its implementation. In fact, potential stakeholders such as; the University of Zambia and colleges of Education were not given an opportunity to air their views on the programme (Musonda, 1999: 167). This is the problem that arises when donor-driven programmes are allowed to be implemented, and in agreement with Musonda (1999: 168) who asserts that:

The Zambia Teacher Education Reform Programme may be an example of a teacher education reform implemented in haste to satisfy both political expediency and a donor agenda. One of the possible lessons to be learnt is that policy driven reforms that are formulated on half-hearted consultations with practitioners and ordered to a rigid implementation time frame, only help to de-skill and destabilise the institutions and practitioners because they have

little time and choice to assimilate and adopt change to suit their internal structures and perceptions of professional practice.

ZATEC was such a programme. In fact, it was observed that the graduates from this programme were handicapped in content because the one year in college was considered inadequate in practice, the mentorship aspect was non-existent. Therefore, beginning about 2009, the programme was slowly phased out and in its place a three-year diploma programme was put in place. This is the programme running currently for teachers trained to handle Grades 1- 7 classes.

Summary

During the post-colonial period, the Nationalist government expanded teacher education by building more colleges to match the school system which had greatly been expanded. Furthermore, since the 1970s, attempts were made to reform the teacher-education curriculum to make it relevant and to be of good quality. It should be noted that most of these reforms involved teacher-education at Grades 1-7 school level while not much was done for teacher-education at Grades 8-9 and Grades 10-12 levels (upper basic and high school).



Nkrumah University College of Education, Kabwe

CHAPTER FIVE

SITUATIONAL ANALYSIS

Overview

Pre-Service Teacher Education

Teacher education in Zambia is offered at four levels. Firstly, teachers who are trained to teach in pre-schools are trained at two public colleges of education at Livingstone and Kitwe colleges of Education while some private institutions are also involved in training teachers at this level. Candidates to these institutions are required to have full Grade 12 School Certificate. The duration for this pre-school teacher training is two years on full-time basis.

Lower and Middle Basic School Teachers - Grades 1-7

Teachers trained to teach in Grades 1-7, are trained in eight public colleges of education at Kitwe, Malcom Moffat in Mufulira, Kasama, Mongu, Chipata, Charles Lwanga in Chisekesi, Mansa and Solwezi. Entry into these teacher training colleges, requires that a candidate to have a full Grade 12 School Certificate; and the duration for the primary school teacher training is three years residential. At the end of the training, successful candidates are awarded a diploma certificate in education.

At the time of writing this book, the process of affiliating institutions training teachers at this level to the University of Zambia had already started. In addition to the public colleges of education, training teachers at this level, there are also some private institutions involved in the training of teachers for Grades 1 - 7.

Upper Basic School Teachers (Grades 8-9)

Teachers for the Grades 8-9 are trained in two public colleges of education at Mufulira and Livingstone Teachers' colleges. These colleges are affiliated to the University of Zambia. Entry qualifications required are a full Grade 12 School Certificate and the duration of training is three years. At the end of the teacher training, successful candidates are awarded a diploma certificate in education.

High School Teachers

Teachers for Grades 10 to 12 are trained at the University of Zambia and at two University Colleges of Education which are Nkrumah and Mukuba for a duration of four years residential school. Entry requirements for this programme are Five GCE O-Levels including the English language. At the end of the training, successful candidates are awarded a BA/BSc degree with Education. In addition to these three public institutions training of teachers at this level, there are also some private universities involved. The tables below show the public/grant aided institutions involved in the training teachers at pre-school, Grades 1-7, Grades 8-9 and Grades 10-12 levels in Zambia.

1. Pre-School Teachers

<i>College</i>	<i>Administrator</i>	<i>Year Opened</i>
Kitwe	Government	1953
Livingstone	Christian Council (Grant aided)	1959

2. Teachers for Grades 1-7

<i>Colleges</i>	<i>Administrator</i>	<i>Year opened</i>
Malcom Moffat	Christian Council (Grant-aided)	1960
Kasama	Government	1966
Mongu	Catholic (Grant-aided)	1966
Chipata	Government	1966
Charles Lwanga	Catholic (Grant-aided)	1959
Kitwe	Government	1959
Mansa	Government	1976
Solwezi	Government	1977

3. Teachers for Grades 8-9

<i>Colleges</i>	<i>Administrator</i>	<i>Year opened</i>
Mufulira	Government	1963
Livingstone	Christian Council (Grant aided)	1959

4. Teachers for Grades 10-12

<i>University/University College</i>	<i>Administrator</i>	<i>Year opened</i>
University of Zambia	Government	1966
Nkrumah University College	Government	1967
Mukuba University College	Government	1974

In addition to the institutions listed above, there are two colleges offering in-service training (upgrading in-service programmes). These are the National In-service Teachers College (NISTCOL) and Zambia Institute of Special Education (ZAMISE). NISTCOL has since been transformed into a university.

Situational Analysis of the Various Components of the Pre-Service Teacher Education

A situational analysis of the Zambian pre-service teacher education in detail is presented below, component by component.

1. Mode of Delivery

The School of Education at the University of Zambia (UNZA) is responsible for training high school teachers. However, the School does not offer content courses but only educational ones. Content courses are offered by sister schools, namely; the School of Humanities and Social Sciences (HSS) and School of Natural Sciences (NS). This type of arrangement has its own shortcomings, for example, student teachers spend more time with course content lecturers than those in the School of Education. In addition, not all the course content lecturers are familiar or up-to-date with what is obtaining in schools where the trainee teachers will eventually end up. This type of mode of delivery of pre-service teacher education at UNZA has tied the School of Education to the main stream activities leaving no room for some flexibility on the part of the School. On the contrary, in both University Colleges and Colleges of Education, content and educational courses are handled by the same lecturers.

2. Model of Delivery

At the University of Zambia (UNZA), pre-service teacher training is offered using the traditional University based model as opposed to School-based and reflective pedagogy. In other words, student teachers spend more time in the University than in schools. In Colleges of Education and the University Colleges the scenario is the same as the one obtaining at the University of Zambia, for instance, the training of teachers is college-based.

3. Curriculum of Pre-service

The student teachers at the University of Zambia specialise in one or two teaching subjects among the subjects offered in high schools. The subjects are offered in sister schools. In addition, student teachers are required to take educational courses, namely; Educational Psychology, Sociology of Education, Teaching Methodology course, etc. These courses are offered in the School of Education.

Student teachers who are prepared to teach in the upper basic classes, Grades 8-9 specialise in two teaching subjects and are also required to take educational courses. Those trained to teach Grades 1-7 classes are trained as generalists, for instance, they do not specialise in any subject but equally study educational courses. Equally, those trained as pre-school teachers are generalists who have no specialisation at this level.

One thing to be said about this curriculum is that educational research and curriculum studies are not compulsory, especially at the University of Zambia. Teachers are supposed to be researchers and interpreters of the School curriculum, hence, the importance of these areas of study. In addition, there are also other areas of study which are supposed to be compulsory for teachers but are not included in the curriculum such as guidance, counselling and education for pupils with special needs etc.

An ideal teacher is one who is well trained in the following five competences, *viz a viz*; subject competence: one's knowledge of the subject(s) to teach; didactic competence; one's teaching methodology; adaptive and developmental competence; one's ability to easily adapt to change; social competence; one's levels of interaction with pupils, parents and the community; and professional ethics competence; one's teaching professional ethical challenges. At the University of Zambia the focus seems to be on the subject and didactic competences to the detriment of the other three competences.

Practical Aspects of Pre-service Teacher Education**1. Peer Teaching**

One of the practical academic exercises student teachers do during their training is known as peer teaching. Peer teaching is when students training to become teachers are given an opportunity to teach by using the technique of simulation where their fellow students are a model of pupils in a classroom. The short-coming of this task can be listed as follows:

- (a) Trainee student teachers are given only one chance to peer teach throughout their teacher training.
- (b) The time allocated to one lesson is not enough because of the large numbers of students.
- (c) The task is not taken seriously.
- (d) This exercise is artificial because it does not present the reality; the real classroom environment is absent hence one wonders whether it is really necessary to continue with such an activity.

2. Micro teaching

Micro teaching is defined by Perlberg as 'laboratory training procedure that provides scaled-down and focused teaching practice which is mastery oriented and includes modeling and feedback in a cyclical time sequence cited in Dunkin' (1987: 674).

Information on the same, revealed that micro teaching no longer exists in both colleges of education and at UNZA. In any case, this kind of practicum just like peer teaching is also artificial, therefore, not very useful.

3. Demonstration lessons

The School of Education at UNZA runs a small school known as the University of Zambia Secondary School (UNZASEC). This is where lesson demonstrations are supposed to be conducted. Student teachers are also supposed to teach in this school. Unfortunately,

lecturers rarely use it as was intended. Equally, student teachers rarely teach there. The School has Grades 8-9 classes but the teachers who are trained at UNZA on completion, teach Grades 10-12 here one sees a mismatch.

In Colleges of Education and University Colleges, demonstration schools no longer exist. What this means is that teachers at both UNZA and colleges of Education are being prepared in a 'vacuum.'

4. Professional Experience (Practicum)

Every year student teachers nearing completion of their training are given an opportunity to actually teach in schools. I will name this practicum professional experience. The University of Zambia professional experience duration is between six and eight weeks. During this period, student-teachers are availed an opportunity to:

Observe qualified and experienced teachers teaching; relate aspects of theoretical courses to the classroom situation; apply the basic skills of planning, preparing and presenting suitable materials to meet the needs of their classes; develop organisational skills and self confidence; and establish good working relationship with pupils and teachers (School of Education Guidelines on School Teaching Practice, 1995).

While students are on attachment as trainee teachers, they are visited only once by their lecturers for purposes of assessing them. Local teachers in the departments to which student teachers are attached are requested by the University to also assess them and send the grades to UNZA.

The components assessed in the professional experience are; classroom performance or actual teaching, teaching file and performance in extra curricular activities and a report on departmental profile to which they were attached. The final result for a student in professional experience is reflected as either 'satisfactory' or 'unsatisfactory'.

The following comments can be made about the UNZA professional experience; *primo*, the duration of the practicum is not adequate (too short). *Secundo*, student teachers are observed only once during the whole practicum. It is evident that one observation is not a fair way of appraising classroom performance. More observations are necessary to have a reliable and valid assessment.

The assessment of professional experience is ungraded; hence students do not take the practicum seriously. The design and delivery of the professional experience in the Colleges of Education and University colleges is not different from that offered at UNZA except that it is longer and runs for one school term, for instance, for three months. In addition, the final assessment is graded as A+, A, B+, B, C+, C and D unlike at UNZA.

Teacher Educators

Teacher educators are key stakeholders in the delivery of teacher education. The quality of teacher education is determined by the professional quality of the teacher educators and hence, the way the teacher educators are recruited is of great importance and their continued professional development is equally important. Currently, in public colleges of Education and University colleges, teacher educators are recruited from among school teachers through advertisements by the Teaching Service Commission. The qualifications for those to be recruited, are dictated by the level of teacher-training required, for example, training teachers for pre-school, basic or high school.

At UNZA, in addition to advertisements, some teacher educators are recruited through the Staff Development Fellowship system as Staff Development Fellows (SDFs). These lack school teaching experience and have difficulties in fitting as teacher educators. Generally most teacher educators in Zambia have lost contact with the school and have continued preparing teachers in isolation from the reality such as from the school and community. In addition, professional development for

teacher educators is uncoordinated and not frequent; and lastly, some teacher educators' professional qualifications are not appropriate at the teacher training level at which they are teaching.

Partnership

For the pre-service teacher education to be responsive to schools and community, there is need for a strong partnership between the university and colleges of Education and partnership between teacher educators and school teachers. Currently, the partnership is rather weak, the relationship existing can best be described as the University and Colleges of Education say to the School:

'Tell us what you need and we'll see if we can or want to provide it' on the other hand, the schools say; 'Tell us what you've got and we'll see if we want any (Barth, 1990: 105).

In a nutshell, each institution is working independently of the other. This is not healthy enough for the pre-service teacher education. Let us not lose sight that eventually the student teacher will, on completion of their training programme, find themselves in schools, teaching. That is their first destination.

Summary

Taking UNZA as a focal point regarding the training of teachers in Zambia, it is clear that not all is well. There is a good number of reforms required to be undertaken in order to produce a teacher who is going to be effective in the school. In a nutshell, the following gaps have been noted:

- (a) The structure of the teacher education programme is problematic such as students being offered content courses in other schools.
- (b) UNZA and Colleges of Education are using the traditional model of training teachers such as the University and college-based model in which students spend more time on campus than in schools.

- (c) The curriculum of the pre-service teacher education programme is inadequate.
- (d) The design and delivery of the practical aspects of the programme is equally inadequate because teacher educators are operating in isolation and are detached from the reality.
- (e) The partnership between teacher education institutions and schools is weak.

The chapter exposed some gaps in the training of teachers in Zambia and at UNZA in particular. The next chapter discusses the reforms required in order to enhance teacher education for quality teacher learning.

CHAPTER SIX

AGENDA FOR THE FUTURE

Teacher education is an integral component of the educational system. It is intimately connected with society and is conditioned by the ethos, culture and character of a nation. The constitutional goals, the directive principles of the state policy, the socio-economic problems and the growth of knowledge, the emerging expectations and the changes operating in education etc, call for an appropriate response from a futuristic education system and provide the perspective within which teacher education programmes need to be viewed (Rajput, 1999).

The quotation above was considered important as a departure point to this chapter because the measures being proposed in the chapter should be viewed in the context stated in the quotation above. Therefore, what is being advocated for is a pre-service teacher programme appropriate to the realities and needs of the schools, community and the nation at large. Since teachers are supposed to be the 'torch bearers' in creating social cohesion, national integration and a learning society (Rahoyt, 1999), they must therefore, be 'enlightened, emancipated and empowered' in order for them to lead communities and nations in their march towards better and higher quality life (*ibid*, 1999).

Training of teachers who meet the qualities stated above requires a pre-service teacher education programme which is holistic in nature and includes the following competencies:

- (a) Subject competence;
- (b) Diadactic competence;
- (c) Social competence; and
- (d) Adaptative and Developmental competence and Professional Ethics competence (www.hisf.no).

The above competences are also in line with the qualities of an ideal teacher listed by Leu (1905) as:

- (a) Sufficient knowledge of subject matter to teach with confidence.
- (b) Knowledge and skills in a range of appropriate and varied teaching methods.
- (c) Knowledge of language of instruction.
- (d) Knowledge of sensitivity to and interest in young learners.
- (e) Ability to reflect on teaching practice and children's responses.
- (f) Ability to modify teaching and learning approaches as a result of reflection.
- (g) Ability to create and sustain an effective learning environment;
- (h) Understanding of the curriculum and its purposes.
- (i) General professionalism, good morale and dedication to the goals of teaching.
- (j) Ability to communicate enthusiasm for learning to students;
- (k) Interest in students as individuals, sense of caring, responsibility and compassion to help them learn to become good people.
- (l) Good character, sense of ethics and personal discipline; and
- (m) Ability to work with others to build good relationships within the school and the community.

With the above in mind, the measures intended to strengthen pre-service teacher education in Zambia shall be discussed.

Mode and Model of Delivery of Pre-Service Teacher Education

As stated in Chapter Five, at UNZA, the School of Education is responsible for training teachers but only offers education courses while content courses are handled by sister Schools. There is need to revisit this structure because it has affected the way teachers are being trained, for example, some content courses offered may not relate to the School situation and some lecturers in the sister Schools may not be familiar with the current trends regarding the training of teachers. As for the model of delivery of pre-service teacher education, both UNZA

and Colleges of Education are following the University-College based model in which students spend more time at campus rather than in schools.

What is being proposed is that the School of Education be turned into an autonomous Institute of Education for the University of Zambia. In this vein, students who want to become teachers should first be allowed to graduate in content (BA, BSc) then move to the Institute of Education to be trained as teachers for one year. This is the trend in some universities in the world, for example, Canada and the USA and the approach is known as the 'serial model' as opposed to what is currently obtaining at UNZA where both content and educational courses are being taken concurrently. Alternatively, the School of Education should be allowed to offer both content and education courses as it is done in Colleges of Education. This will then involve redesigning content courses so that they are in harmony with the education courses and also will entail beefing up the staffing levels in the School. But as long as the School remains tied to the University Calendar, other components of teacher education such as professional experience will be negatively affected as the case is now. The duration is too short since School is part of the University academic activities and students have to quickly return from the professional experience (refer to Chapter 5) attachment to join the other students.

Pre-Service Teacher Education Curriculum

The current pre-service teacher education curriculum requires to be reviewed especially the one being followed at UNZA so that it is in line with what is obtaining in schools; and also with the aspirations of the communities and the nation. At UNZA, for example, the emphasis seems to be on subject and didactic competences while the other equally important competences are not given the attention they deserve. These other competences being social, adaptive and developmental and professional ethics competences. Hence, the need for the pre-service teacher education curriculum review so that the system trains teachers who will be powerful agents of educational change. It should be emphasised that the role of teachers is no longer

restricted to teaching only but should equally be extended to political, economic and socio-cultural issues. Academic and these issues are interrelated and inter-dependent. Hence, the importance of a teacher education which is community oriented. We need teachers who are attuned to the communities they are going to serve, teachers who are going to teach the whole child as a pupil, family and community member. In this context therefore, the following generic curriculum framework is being proposed.

Proposed Generic Pre-Service Teacher Education Curriculum Framework

This curriculum framework can be adapted according to the level of teacher-training as follows:

(a) Theory

- (i) Emerging Zambian society;
- (ii) Pre-school, Basic and High School Education in Zambia: Nature, Issues and Challenges;
- (iii) Educational Psychology;
- (iv) Sociology of Education;
- (v) Theory of Education;
- (vi) History of Education;
- (vii) Philosophy of Education;
- (viii) Curriculum and Planning;
- (ix) Guidance and Counselling;
- (x) Education of Children with Special Needs;
- (xi) Action Research;
- (xii) School Leadership and Management
- (xiii) The Teacher and the Community
- (xiv) Teaching Methods Courses;
- (xv) Cross-cutting Issues; and
- (xvi) ICT in Education.

(b) Practicals

The following are being proposed in the following order:

- (a) Observation of lessons and general familiarisation in co-operating Schools.
- (b) Professional experience of three months.

What is proposed above is only a generic curriculum framework. There is need at each level of teacher training, for instance, pre-school, lower and middle basic school, upper basic school and high school teacher education, to first clearly state the general and specific objectives before formulating a specific curriculum framework for each level. The issue at hand here is: What kind of teacher does Zambia require at each school level? What are the objectives? What content should the teacher acquire in terms of the curriculum? This exercise will require a national review of teacher education involving all the stakeholders in universities, Colleges of Education, Ministry of Education Science, Vocational Training and Early Education, Teachers' Unions, *Grosso Modo*. According to Obanya (2010: 18), the task requires answering the following questions:

- (i) What education does the modern world require?
- (ii) What kind of teaching can best promote this kind of education?
- (iii) Who should undertake the teaching?

In conclusion, ending the discussion on pre-service teacher education curriculum, Obanya (2010: 67) states that there is a need for combination of:

- (i) academic subject mastery;
- (ii) sound knowledge of foundations and principles of education;
- (iii) general pedagogical principles;
- (iv) subject discipline pedagogy; and
- (v) practical work in school and classroom setting such as ICT, communication skills, learning to learn skills etc.

The above components are summed up in the Joint Recommendation by the International Labour Organisation (ILO) and United Nations Education and Scientific Organisation (UNESCO) stating that fundamentally, a teacher training programme should include the following:

- (a) General Studies.
- (b) Study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education and of comparative education, experimental pedagogy, school administration and teaching methods of the various subjects.
- (c) Studies related to the students' intended field of teaching.
- (d) Teaching practice and conducting extracurricular activities should be done under the guidance of fully qualified teachers Obanya (2010: 68).

Practical Aspect of Pre-Service Teacher Education

The situational analysis in Chapter Five has shown that Demonstration Schools in the Colleges of Education are non-existent and the one at UNZA is inappropriate and is rarely used for the purpose it was intended.

Peer teaching is ineffective and poorly conducted. At UNZA, some trainee teachers do not even do it because time is inadequate. As for the micro teaching, it is non-existent in both Colleges of Education and at UNZA. Furthermore, the practicum part of the pre-service teacher education at UNZA in particular, has serious lacunae. Firstly, the duration is too short. Secondly, student teachers are only visited once during their attachment, meaning that they do not benefit much from their lecturers; and thirdly, the practicum is not graded, hence, it is not taken seriously as part of the training requirement by both the teachers and students.

For the pre-service teacher education to be more practical and real, it is proposed that a teacher education institution should adopt the School-based training model as opposed to the University/College model. The justification for this is that, 'theory resides in universities and practice resides in schools' as cited in Barth (1990: 107). For the model to work, the School of Education at UNZA should first of all be transformed into an Institute as already stated at the beginning of this chapter. The proposed Institute should run in line with the schools' calendar. Secondly, some neighbouring schools, should be adopted as

'co-operating' schools in which centres or offices for teacher training will be established and be manned by experienced local School teachers in the schools who will be known as 'mentors' and will work together with the University and College teacher educators. This is the partnership meant to exist between and among teacher educators, the school teachers, University and Schools.

Once this model is adopted, there will be no need for micro teaching and peer teaching. The important thing is to first provide the student teachers with early field experience through lesson observation and familiarisation with schools' classroom policies, procedures and teaching. This can be done during short periods. Secondly, student teachers will be required to actually teach under supervision. The practicum should last for one school term of three months. This 'would provide deeper and more elaborate understandings of pedagogy and curricula, opportunities for critical reflection and analysis of experience' (Ingvarson *et al.*, 2004: 31).

The Proposal

First Term	Second Term	Third Term
Student teachers do Education Foundation courses.	Continuation of Education Foundation courses, Lesson Observations plus some teaching.	Actual teaching, full responsibility of a class.

All the above should be done within one year. Upon completion, successful candidates should be awarded a professional teaching certificate and be employed. But for them to be registered as teachers by a Teachers' Board equivalent to the Law Association of Zambia, they will be required to do internship for one year while in employment. This will be a transition period into the teaching profession, and finally they will be registered and given a practicing certificate. These proposals are meant to enhance high standards of preparation, conduct and practice. In Zambia as at now, teachers are not certified because there is no Board to regulate the teaching profession. There is a proposal (Bill) to put in place the same.

During the Practicum

There is wide spread agreement that professional experience is an integral part of all pre-service teacher education programmes and provides the key link between theory and practice ... while professional experience must be at the 'heart' of teacher education and that theory and practice must be 'mutually informing' (Ingvarson *et al.*, 2004: 38).

The message one gets from the quotation above is that professional experience is central during the preparation of teachers, therefore, it should occupy an important part of the programme and should be given the status it needs and should seek 'to promote student creativity, imagination, independent judgement and critical thinking' (www.cfep.am/en/reforming-pre-service-teacher-education).

The current situation during the practicum is that student teachers merely teach, are observed and at the end of it, submit a teaching file for marking. The teaching file normally contains: schemes of work, lesson plans, records of work, test results, departmental profile, etc. One can see from what is mentioned that trainee-teachers are not given an opportunity to reflect on their teaching. A teacher is supposed to be a researcher who poses questions about his/her teaching and tries to find answers to them in order to improve on his/her teaching and learning of his/her pupils. So, what is being recommended here is the use of the following teacher education models:

- (a) *Personal Growth Model* - in which student teachers 'have greater self-understanding, are more reflective, more sensitive, more emphatic and more fully self-actualised;
- (b) *Observation of Teachers' Practices Model-student* - where trainee teachers observe experienced teachers at work.
- (c) *Skill Development Model-student* - teachers are given an opportunity to experiment new teaching methods and skills; and
- (d) *Reflective Model-student* - teachers take note of daily routines of events and activities during the school day and reflect upon them with a view to searching the plus as well as minus points, limitations, mistakes etc, and learn lessons in order to improve (Gandhe, 2010).

The issues of reflective model in clause (d) above requires some details because it is cardinal during the practicum. According to Smyth as cited in the Association for the Development of Education in Africa (ADEA) Report (undated: 39), states that Reflection is when teachers 'can describe what they do, explain the meaning of what they do, understand how they came to be where they are, and identify what they might do differently.'

The ADEA Report (undated: 39) summarises the definition of Reflection as 'the process through which teachers can find meaning in what they do and can understand why they do it'. Reflection involves reflecting and evaluating one's teaching practice or the results of his/her teaching and adjust his/her teaching methods accordingly. Reflection can be effected through what is known as Action Research. Action Research, according to Howard (1999) as quoted in the ADEA Report on (p. 40) says:

is not simply research on how to solve one's problem, because we come more and more to believe that this approach runs the risk of developing into a traditional research approach and our evolving definition of Action Research cannot accept that teachers can fit into imposed structures of Educational Research. Our Action Research focuses on question posing. Practitioners pose questions appropriate to their educational environments and then explore within the whole context through dialogue with various others for Namibian's appropriate answers.

The report on Action Research can then be compiled into a professional portfolio which can be marked by the teacher educators. This approach to the practicum is more useful to the trainee teachers than merely submitting a teaching file. In addition, this approach will professionally develop the student teachers.

The role of the teacher educators is crucial in this approach because they will be required to inculcate into the student teachers the skills of undertaking an action research or an inquiry. This is why action research has been recommended as one of the courses in the pre-service teacher education curriculum framework which is a trend

now in teacher education institutions world wide. The importance of reflection on one's teaching is summarised in the following quotation:

This reflection will help students to obtain an insight into the nature of teaching in its social and educational context and to develop pedagogical skills that spring from an understanding of a body of pedagogical theory rather than rule of the thumb or ad hoc survival techniques (Stones 1984 as cited in Dunkin, 1987: 685).

Supervision of Trainee teachers

In order to strengthen supervision of trainee teachers during the practicum, the following process is being recommended according to Stones (1984) as reproduced by Manchishi (2004).

Step One

The supervisor should first discuss the lesson plan of the student before observing the lesson, for example, by checking the lesson's objectives, teaching techniques and teaching aids to be used.

Step Two

The student is then given the opportunity to teach. The supervisor observes the lesson and analyses the student's performance.

Step Three

The Supervisor and the student discuss the lesson. The student should be given an opportunity to evaluate his or her performance. Then, there should be an honest and democratic discussion between the two. Criticisms from the supervisor should always be accompanied by positive suggestions or alternatives.

Step Four

As an evaluation, the supervisor can at this stage, ask the student to teach another lesson with similar objectives to the one the two had discussed before. In this way, the supervisor will be in a position to judge whether improvement has taken place or not.

Teacher Educators

It should be emphasised that:

the Quality of teacher educators will determine the quality of the training of teachers, both pre-service as well as in-service. The professional level at which teachers are prepared would in turn determine the quality of school education (Rajput, 1999: 58).

What this means is that for teacher educators to train teachers effectively, they need to be up-to-date with the school realities, social environment and the community's needs. Furthermore, teacher educators are required to be familiar with educational policy implementation issues, implementation strategies and monitoring of educational programmes. Lastly, teacher educators must be up-to-date in their areas of specialisation in order to equip student teachers with research-based knowledge in their subjects, for instance, knowledge of the most recent findings in the main subjects. This is known as research-based teacher education. An example of a country practicing research-based teacher education is Finland (Niemi *et al.*, 2006).

Therefore, there is need to put in place a well planned education for teacher educators, such as: coordinated and frequent workshops to update them, attachment of teacher educators to schools and to encourage them to teach some classes. To have an effective pre-service teacher education requires frequent re-training of the teacher educators in 'new teacher methodology and technologies as well as modern assessment practices' (www.cfep.am/en/reforming-pre-service-teacher-education).

In short, a person recruited to teach in teacher education institutions should, according to Obanya (2010: 73), have the following attributes:

- (i) exposure to the basics of educational studies and pedagogy;
- (ii) practical school and classroom experience;
- (iii) acquaintance with developments in education nationally and internationally;
- (iv) personal involvement in educational leadership and development work, School Management, Guidance and Counseling, Curriculum and Material Development, etc;
- (v) participatory action research.

The message from the statements above is that a teacher educator should be one who has vast experience in teacher education.

Partnership

In Chapter Five, it was noted that partnership between teacher training institutions and schools was weak. In order to have an effective professional experience, there is need for a stronger partnership in which schools will participate in the design and delivery of professional experience. The partnership being proposed should be that some schools should be selected as 'co-operating' schools as already stated. In these co-operating schools, some host teachers should be selected as mentors in each subject study area. Such mentors should undergo orientation/training and should be formerly appointed to such positions with an allowance to be paid to them by the teacher training institution collaborating with such co-operating schools. In fact, to strengthen the collaboration, it is suggested that offices or centres should be established in these co-operating schools where the mentors will operate from together with the teacher educators.

In this partnership, the co-operating schools' role would be to supervise teaching practice, monitor and assess student teachers' performance and offer guidance and support in lesson planning. In addition, the co-operating schools should provide opportunities for the student teachers to get involved in the school activities and the community. In brief, schools are required to provide 'full range of experiences to their students' (Ingvarson *et al.*, 2004: 32). In doing so, there is 'need for a stronger focus on mentoring rather than supervising to enrich experiences for students' (Ingvarson *et al.*, 2004: 32).

Summary

In this chapter, some measures to enhance pre-service teacher education have been proposed as follows:

1. There is need to rethink the mode and model of delivery of pre-service teacher education particularly at UNZA.

2. The current pre-service teacher education curriculum content needs to be reviewed so that it is appropriate to the needs and realities of the schools, communities and the nation at large.
3. In order to strengthen the practicum (professional experience), the following are recommended:
 - (a) The duration especially at UNZA should be increased to one school term or three months.
 - (b) The practicum should be given equal attention just like any other courses in the programme.
 - (c) Student teachers should be encouraged to reflect on their teaching and their pupils' learning through Action Research.
 - (d) Involve the teachers in the co-operating schools in design and delivery of the practicum as a partnership with other schools.
 - (e) Supervisors of the professional experience should be properly selected and be trained for the job.
4. There is need for a pre-service teacher-education programme which is practical and reality-oriented that encourages reflective teaching with more time being spent in the field; and one which is competence-based.
5. If teaching has to be considered as a profession in the true sense, there is need for a Board to regulate the terms of admission criteria, examinations, ethical issues, etc.

Conclusion

The Zambian pre-service teacher education is University and College-based rather than school-based. Therefore, it is being conducted in a 'vacuum'. As a result, the training is being done under prescribed traditional pedagogy allowing very little room for innovation on the part of the student teachers and the teacher educators. Zambia needs a pre-service teacher education which will be anchored in the Zambian reality and culture in which there will be interaction between the teacher training institutions, schools and communities; a pre-service

teacher education which will be in close tandem with the political, social, economic, and cultural aspects that are linked to the education system (Rajput, 1999).

Finally, there is need to review or revise the Zambian pre-service teacher education to establish a dialogue among the stakeholders viz-a-viz Universities, Colleges of Education, Teacher Unions, the Ministry of Education Science, Vocational Training and Early Education, and the Private Sector to discuss what type of a teacher should be trained at each level, for example, pre-school, lower, basic, middle basic, upper basic, and high school. The dialogue, it is hoped, should come up with specific objectives and curriculum framework for each level and it should be emphasised that this task should be undertaken by the Zambians themselves and not by outsiders or foreign consultants because, Zambians understand better the Zambian political, social, economic, and cultural systems. Zambia no longer requires a donor-driven or prescribed pre-service teacher education.

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