

198th **CICE Open Seminar**

An Examination of Locally and Externally Initiated Teacher Professional Development Programmes for Science and Mathematics Teachers in Ugandan Secondary Schools

December 15 (Thursday), 2016
16:30-18:00

Venue: CICE Seminar Room (IDEC 6F), Hiroshima University

Charles KYASANKU

Assistant Lecturer, School of Education,
College of Education and External Studies,
Makerere University

Visiting Professor, Center for the Study of
International Cooperation in Education (CICE)



Abstract:

This article explores how Ugandan secondary school teachers' competences are continuously developed to cope with the ever changing trends in Science and Mathematics teaching and was premised on Mulkeen et al's (2007) framework of professional development continuum: training, recruiting, retaining, and retraining. It is argued that in Uganda more focus is placed on the first two levels, with the last one on retraining remaining on policy papers. Thus, the main focus was on Teacher Professional Development (TPD) and/or Continuous Professional Development (CPD) which has been defined as the means of updating, developing and broadening the knowledge teachers acquired during the initial teacher education (ITE) (OECD, 2005). Hence, we discovered that various factors create the need for CPD, there are several CPD programmes (initiated by the schools, teachers, Government agencies/donors and other agencies), that CPD programmes are organised by initiatives from schools, teachers, Government/donors and other agencies; that several skills and knowledge are targeted by CPD programmes; there is impact on teaching and learning accruing from the CPD programmes; observable challenges in the provision of CPD and the study proposed remedies to the challenges in the provision of CPD.

Everyone is Welcome!

Inquiries / 問い合わせ先
Center for the Study of International Cooperation in Education
(CICE: 教育開発国際協力研究センター)
Email: cice@hiroshima-u.ac.jp / TEL: 082-424-6959