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**Book of Abstracts**

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| **Author** | **Title** | **Institution** | **Abstract** |
| Maxine Cooper, et al | The Role of Teacher Education in Education for All | George Fox University Newberg, Oregon | Cultural humility may be another lens by which to examine our cultural competency efforts in our classrooms. This roundtable presentation will present the concept of cultural humility, along with potential implications for our work. Personal experiences using this framework in education work in Kenya will also be shared. |
| Dr. Wambui Gathenya, et al | The Role of Teacher Education in Education for All | Uganda Christian University, Mukono, Uganda | A teacher is an indispensable human resource without which any education system like universal secondary education (USE) which began in Uganda in 2007 can't be realized. To succeed, it needs full support by the state beginning with adequate funding, improvement of infrastructure, training, recruitment, and motivation of teachers. |
| Richard Gibson | Partnership with Student Leaders in Leadership Through Democratic Elections in Secondary Schools in Kenya, Is It A Mirage? | Eldoret, Kenya Moi University | This paper posits; are the schools heads prepared to implement this directive? Are they trained? The new constitutional dispensation calls for pubic and by extent students' participation in governance process. The target population was school principals, student leaders, and prefects of secondary schools in public secondary schools in Uasin Gishu County. |
| Professor Eloise Hockett and Zadock Malesi | The Pyramid of Partnerships; Moving the Agenda of Education for All | Ashland University Indiana University Kokomo Sweetbriar College Ashland, Ohio | The presentation will examine partnerships for the local level with examples from Sweetbriar College an from intergroup Councils (P-16). We would also examine national partnerships (Kappa Delta Pi - professional honorary, and the American Association of Colleges for Teacher Education). We will also look at international partnerships for education (the International Sociological Association Research Group in Education, ATE-Europe, and WFATE). |
| Professor Eloise Hockett | The Role of Partnerships in Teacher Education: Improving Quality of Teacher Preparation and Practice | Nairobi, Kenya | The paper discusses partnerships in the preparation and practices of teachers. Teachers' colleges in Kenya were empowered to develop successful networks within the educational system as well as with private entities and the wider public. The process of setting up and managing partnerships is detailed and lessons learned discussed. |
| Professor Eloise Hockett | Attracting and Retaining New Teachers in 'Rural Social Space': Space, Place, Leadership, Mentoring and Teacher Education | University of Ballarat Ballarat, Australia | Staffing rural schools is a concern for education systems in Australia and internationally as population shifts and economic and social changes affect rural communities in complex and contradictory ways. This project, TERRA nova ('new ground' in Teacher Education for Rural and Regional Australia'), examines key factors for success including leadership, mentoring, and ideas of space and place in professional learning. Implications for teacher education interventions directed at promoting rural teaching to ensure rural-regional sustainability will be discussed. |
| David Kipkasi Kessio | Rethinking Education Policies About Academic Standards and the Knowledge Convergence Movement | Niagara University Niagara University, New York | This presentation will employ a variety of stimulating references including original compositions to highlight the cultural and global imperatives for a more divergent and constructivist approach in education, especially in democratic societies. The views and actions of educators and parents regarding rethinking educational standardization and testing policies will be specifically emphasized. |
| Dr. Lucy Kithome et al | School-Based Training: The Cost-Effective Model of In-Service Training in Tanzania | Mwenge University College of Education Moshi, Tanzania | The paper presents findings of the study done recently by Mwenge University and AfricAid organization in northern Tanzania to assess the feasibility of School-Based Training as the best alternative approach of professional development of secondary school teachers in terms of cost, effectiveness and relevance as compared to centralized teacher workshops. |
| Dr. David Wanyonyi Khatete | A Competency Framework for Teachers in Kenya: Working Towards New Standards for a New Era | Nairobi, Kenya | There has been a great deal of discussion regarding standards for teachers, This paper describes how the recently drafted Teacher Competency Framework for Teachers in Kenya can be used to enhance professionalism in the teaching force. Specific examples of interventions which can be used to attract the nest into teaching are given. |
| David Mwenje Mureithi | Using Reflective Practice for Effective Professional Development at a College in Kenya | George Fox University Newberg, Oregon | Reflective practice is one method by which educators can successfully implement information gained in professional development opportunities. This paper will present research findings and examples from a successful and ongoing professional development program using reflective practice at a theological college in Kenya |
| Seth Ong'uti, at al | Professional Development Centre Initiative for Primary Teacher Training Colleges in Kenya | Nairobi, Kenya | This paper focuses on the genesis; operational structure; the results; the challenges, lessons learnt; and policy implications for the professional development centers (PDC) initiative. PDC is an institutional internal mechanism for sustainable and continuous professional development established by the Teacher Education and Professional Development (TEPD) program in Kenya. |
| Simon Peter | Mentoring: Missing Ingredient in Teachers Preparation? Perspectives from Tanzania | University of Dar es Salaam Tanzania, East Africa | This paper seek to invetigate whether mentoring process in theacher training is an essential ingredient and specifically focus on the roles of various stakeholders involved in preparing student-teachers towards becoming full-equipped teachers. |
| Dr. Walter S. Polka Jerold I. Wolfgang | Technology Integration or Technology Frustration? | Friends University Wichita, Kansas | In the age of Bring Your Own Technology (BYOT), notebooks, netbooks, i-Pads, and smartphones often show up for class along with a myriad of operating systems and software programs that make encouraging use of technology difficult. Redirect the focus of any course from trouble shooting to teaching with Atomic Learning. |
| Dr. Walter S. Polka Jerold I. Wolfgang | Incorporating ICT in Teaching and Learning: A Case of Accelerating 21st Century Education (ACE) Project in Kenya | Nairobi, Kenya | Accelerating 21st Century Education (ACE) aims to strengthen capacity of teachers to become more effective in teaching using ICTs. It is also expected that this initiative will enable students to develop 21st century skills including teamwork, critical thinking, problem solving, information literacy, and creativity. ACE is implemented through FHI360 TEPD program. |
| Dr. Letha Ram Mohan  (Associate Professor) | Effectively Motivating Students by Addressing the Organizational, Social, and Personal "High-Touch" Needs as well as the "High-Tech" Interests of Contemporary Digital Learners | Niagara University Niagara University, New York | This session will explore the educational significance of addressing "high-touch" organizational, social, and personal needs of students, and providing for their "high-tech" interests in order to successfully motivate them. The social psychology "high-touch "research of the part 40 years will be synthesized with data about the technological interests of today's students. |
| Allen Rugambwa Mathew et al | Different Strokes | Indraprasta University New Delhi, India | New information and communication technologies (ICT) are changing the world we live in, and the way we learn to live. Also since information is ubiquitous and the expanding education enterprise and the global bench marks, have brought in considerable changes and challenges in teacher education, schools and teachers need to facilitate learning instead of playing the role of 'information suppliers' |
| Rev. Dr. Medard Rugyendo | Kenyan Quaker Secondary Schools Peace Curriculum Project: Development and Strategies Implementation | George Fox University Newberg, Oregon | This presentation will provide an overview of the development of a curriculum for peace and conflict management for the Quaker secondary schools in Kenya. In addition, we will provide the rationale for the training protocol for school personnel and share preliminary data from the pilot implementation of the curriculum. |
| Ann Converse Shelly Paul Paese James Alouf | Effect of Age and Stage of Schooling on Learners' Performance in Science in Kenya | Kenyatta University Nairobi, Kenya | Although the official age of stating primary schools one in Kenya is six years, many children start primary school at different age levels and repeat classes (years), particularly in rural areas where 85% of the population lives. This paper reports the findings of a study on the effect of the students' age and stage of schooling on performance on biological tasks. |
| Keri Spernes | I Buy Paraffin So He Can Read in the Evening | Ostfold University College Gamle Fredrikstad, Norway | The paper investigates parental involvement in a rural primary school in Kenya. The aim of the paper is to find out how - if at all - parents are involved in their children's education, and how important parents' background and involvement in school activities are for their children's results. |
| Keri Spernes | I Use My Mother Tongue at Home and with Friends - Not in School!' Multilingualism and Identity in Rural Kenya | Ostfold University College Gamle Fredrikstad, Norway | The paper investigates students' experiences of being multilingual based on qualitative data collected in a public primary school in rural Kenya. The aim of the paper is to explore how the prohibition against the use of the mother tongue in school may influence their identity. |
| Dr. Joan P. Stewart | Balancing local and global issues, knowledge creation, pedagogy, curriculum, professional experiences. | La Trobe University Heidelberg, Australia | La Trobe University, Melbourne, recognizes the need to balancing local and global issues as well as the importance of developing sustainability-literate graduates to prepare them for life as professionals and citizens. In this paper, I will share such issues arising from a primary teacher training English course using extracts from their work. |
| Jeniffer Wasianga, et al | Policy Responses for the Attainment of Free Secondary School Education in Kenya: Lessons from Shortcomings of Free Primary Education | Eldoret, Kenya Moi University | There is a paradigm shift from focus on Free Primary Education (FPE) to Free Secondary Education (FSE) due to low transition rates from primary to secondary school and government pursuit of access, equity, and quality beyond 2015. This paper examines how the government and key stakeholders can achieve this through evaluation of success and shortcomings of FPE. It adopts pragmatic philosophical paradigm. |
| Dr. Paula Nadine Zwozdiak-Myers | Situating the Capacity 'To maximize the Learning Potential of all Students' Within a Multidimensional Framework of Reflective Practice | Brunel University Uxbridge, England | This paper presents a multidimensional framework, designed to capture constituent components of Reflective Practice for Professional Development in Teacher Education. Particular emphasis will be placed on the dimension that embraces principles of 'entitlement' and 'inclusion' as colleagues compare and contrast ways in which they guide/support (pre-service) teachers to maximize the learning potential of all their students. |