

Teacher Preparation Practices in Kenya and the 21st Century Learning: A Moral Obligation.

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Abstract

Teacher preparation practices are indices used to measure quality teacher besides other variables. Whereas the current teacher preparation is test scores based inclining to cognitive knowledge, a good teacher preparation practices is a holistic development in nature oriented towards character, skills and knowledge. To embed teacher preparation in the trio domains, defines the moral duties a teacher has towards the learner akin to biblical teachings that reflect the requirements for the 21st century teacher. The required skills correspond with workplace realities marked by creativity and innovativeness rather than transmission and consumption of knowledge. To change the current practice there is need to re-focus and align to both interactive teaching and the requisite skills of 21st century addressed in the following critical questions; are approaches used for teacher preparation relevant to modern teaching? What role do teachers play in instructional delivery for 21st century learners? Which modern innovations can be adopted? The article hopes to highlight the current practices versus best practices of 21st century Skills

Keywords: Teacher Preparation, Conventional Practices, Innovativeness, 21st century learner

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