Rethinking staff development in Kenya: agenda for the twenty-first century

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Abstract
The Kenyan Government, being concerned about the quality of school education, is attempting to increase teacher effectiveness and student learning. To achieve these goals, current in-service programs need to be improved for all head teachers and teachers. Also, the role of the head teacher in promoting relevant teacher development requires greater recognition and administrative training. Organizations such as the Kenya Education Staff Institute need to be more involved in providing up-to-date staff development for all educational administrators and other educators. More attention also must be paid to effective induction, internships, strategic staff placements, financing, collaboration among provider organizations, and opinions of teachers concerning in-service needs. Head teachers can do much to improve teaching and learning by using professional formative evaluation of their teachers.

Introduction
The quality of education has often surfaced as a major issue in Kenya (Republic of Kenya, 1988a). In the Kenyan context, according to Eshiwani (1993, p. 214), the quality of education “is heavily dependent on the quality of staff, their motivation, and the leadership they experience”. In this regard, Walter et al. (1996, p. 41) noted that “the quality of teaching depends on the quality of the teachers which, in turn, depends to some extent on the quality of their professional development”. The Kenyan government, in an attempt to ensure quality teaching in schools, has invested substantial amounts of financial and human resources directed toward in-service training programs for teachers. However, little consideration has been given to developing services which would increase teacher commitment, interests, motivation, and self-fulfillment, make teachers feel secure and confident about themselves as professionals, and promote pupil learning through improved teacher performance.

This article provides an overview of the current staff development practices and procedures in Kenya. We argue that teachers and head teachers need staff development opportunities in order to grow professionally, that current in-service training programs for teachers in Kenya are skewed to meet the needs of only a few experienced head teachers, and that these programs do not fully address the needs of the majority of Kenyan teachers. We conclude that an urgent need exists to review the present staff development programs.

Seven sections are included in the discussion:
1. a definition of staff development in the Kenyan context;
2. the need for staff development in teacher education;
3. the role of the head teacher in the promotion of staff development;
4. current staff development activities;
5. the main barriers to staff development;
6. the need to review current staff development practices and procedures in Kenyan schooling; and
7. an agenda for the twenty-first century.

The article is partially based on the experience of one of the authors as a high school teacher, college instructor, and university lecturer in Kenya. A great deal of that experience included the development of instructional materials at the Kenya Institute of Education, participation in training and in marking exercises organized by the Kenya National Examinations Council, and involvement in supervision in various provinces in Kenya. Such involvement provided many opportunities to interact with head teachers and teachers.

Defining staff development
The literature provides various definitions of staff development. For example, to Sparks and Loucks-Horsley (1989), staff development includes those processes that improve the job-related knowledge, skills, or attitudes of teachers. Parker (1990) regarded staff development as a process designed to influence positively the knowledge, attitudes, or skills of professional educators to enable them to design instructional programs to improve student learning. Further, in the opinion of Oliva and Pawlas (1997), staff development is a program of activities planned and carried out to promote the personal and professional growth of teachers. Similarly, according to Lodiaga (1987, p. 48), staff development is:

…the process of increasing or extending the capacity of staff – for performance of various duties. It could involve enrichment of an officer’s capacity for performance in the current post but it could also mean preparing an officer for another assignment into which he or she will be deployed after preparation.
However, several authors have used the terms “staff development”, “teacher development”, “professional development”, and “in-service education” interchangeably to refer to any experience designed to enhance teacher performance with the ultimate aim of promoting student learning. In Kenya, in-service training for teachers has been delivered under a variety of titles, such as refresher courses, upgrading courses, crash programs, and induction courses (Ministry of Education, 1994; Olembo et al., 1988).

### Need for staff development

The need for in-service training for teachers and head teachers has been advocated by several Kenyan writers. For example, Sitima (1987, p. 65) in considering the newly established 8-4-4 system of education, declared that “the trained teachers require some inserviceing to tune them up for the 8-4-4 system of education”. Also, Eshiwani (1993) advised that, because the improvement of education depends mainly on the improvement of teacher competency, there is a need for systematic upgrading and training programs for primary, secondary, and third-level teaching staff through long-term and short-term courses and for upgrading the management skills of the head teachers through in-service training. Further, he asserted that:

> courses, workshops, and seminars should be organized for head teachers in the area of school management. Their role in inspection and supervision of teachers should be widened ... If the head teachers take on more of the inspectors’ responsibility, they should be given strong administrative support (Eshiwani, 1993, p. 213).

Wanga (1988), in commenting on in-service training for school heads, concluded that there is a great need for courses to be provided for head teachers and the senior staff to enable them to train and supervise their staff more effectively.

Therefore, in-service training is vital to professional growth for teachers and head teachers. On this point, Hunter (1984) noted that head teachers and teachers need continuing professional development in order to maintain and upgrade their skills and to incorporate effective procedures identified in current research. Also, Mugiri (1986, p. 25) recommended that:

> teacher education must be seen as a gradual sequence of experiences in professional growth that begins at the initial stage at the college and is followed by further in-service training cycles. There must be continuity and reinforcement of training and growth throughout the teacher’s career.

Wideen (1987) stated that staff development is needed for three reasons:

1. it offers better understanding and use of the expanded knowledge base in teaching;
2. it provides insight in addressing continuing social complexities in school work; and
3. it is a means of self-renewal.

In Kenya, in-service education has five main purposes:

1. To implement government-approved innovations in Kenyan schooling, for example, the implementation of the 8-4-4 system of education (Ministry of Education, 1994).
2. To prepare teachers for assignments in new areas, e.g. the in-service training of some selected qualified serving teachers in Special Education at the Kenya Institute of Special Education to enable them to teach disabled and handicapped students (Republic of Kenya, 1988a), and the training of teachers to serve as tutors at the Teachers’ Advisory Centres (Olembo et al., 1988).
3. To provide opportunities for untrained teachers to become eligible for certification (Ministry of Education, 1994).
4. To up-grade serving, trained teachers for better certification (Ministry of Education, 1994).
5. To enable teachers to acquire new practices in curriculum and instruction, and in school administration and management, for example, in-service training organized by the Kenya Education Staff Institute and the Kenya Institute of Education (Ministry of Education, 1994; Olembo et al., 1988).

### The head teacher and staff development

School headship is vital for successful implementation of staff development and in ensuring that staff development programs meet the needs of both individual teachers and the school (Ehrich et al., 1985; Fullan, 1987). The head teacher plays a major role in promoting staff development and in providing appropriate leadership for school improvement (Lyons, 1989). In Leithwood and Montgomery’s (1982) view, active involvement and support of the head teacher are of crucial importance in enhancing successful implementation of in-service training programs.

In Kenya, the role of the head teacher in staff development was emphasized by the
Working Party (Republic of Kenya, 1988a, p. 34): The most important supervision and guidance in any school is that given by the head of the school. The [Presidential] Working Party sees the need to strengthen this role of the heads of schools as “first inspectors” of their own schools and to give them appropriate in-service training.

A Manual for the Heads of Secondary Schools in Kenya (Ministry of Education, 1987) states that the role of the head teacher in the promotion of professional growth of teachers includes supervisory evaluation in which the head teacher checks adherence to the teaching standards by reference to schemes of work, lesson notes, records of work covered, and pupils’ notebooks, as well as by actual classroom visits to assess the work of individual teachers.

### Staff development activities

In Kenya, staff development involves several activities. Lodiaga (1987, p. 40) proposed that in-service training for teachers takes two main forms – formal and informal – with “training” meaning: . . . providing or equipping with knowledge, skills and attitudes appropriate to a specific task. . . . It can be provided before an officer is actually engaged for work (preservice), or it can be provided while one is already in service (inservice). . . . Training could be used to serve the needs of staff development, but never the other way round.

Formal training, in Lodiaga’s view, is often achieved through courses and seminars. It may cover a specialized tailored course of study or a selected learning agenda to achieve a specific goal. Often it follows a survey of the job requirements of an officer, and it can involve courses given either locally or in another region or country.

The control, organization, and management of formal in-service teacher education in Kenya is primarily the responsibility of the Inspectorate, a department of the Ministry of Education headed by the Chief Inspector of Schools (Eshiwani, 1993; Ministry of Education, 1994). According to the Ministry of Education (1994, p.26), the Inspectorate is responsible for “initiating appropriate in-service programmes to make up for the shortcomings which the department has detected in education”.

### Involved organizations

Several organizations are involved in in-service training of teachers in liaison with the Inspectorate. These include the Kenya Education Staff Institute, the Kenya Institute of Education, the Teachers Advisory Centres, and the Kenya National Union of Teachers. Kenya Education Staff Institute (KESI) The KESI, which was inaugurated in 1981 but was not given legal status until 1988 as a body corporate managed by a council, is charged with the responsibility of conducting training for educational administrators (Ministry of Education, 1994). The Presidential Working Party recommended that the “Kenya Education Staff Institute training programmes be expanded to provide inservice training to all heads of educational and training institutions and other personnel involved in various aspects of institutional management” (Republic of Kenya, 1988a, p. 111). Following subsequent acceptance of this recommendation by the Government (Republic of Kenya, 1988b), KESI programs were diversified to provide in-service education for both serving and potential head teachers who are now the majority of trainees at KESI (Eshiwani, 1993; Ministry of Education, 1994).

KESI core curriculum components include the following topics: management theory and practice in education; human and public relations; communication as a tool of management; legal aspects of education; leadership in education; decision making and problem solving; curriculum implementation; supervision and evaluation; the national examinations, KCPE and KCSE; appointment, deployment and discipline of teachers; financial management and control; delegation of duties; guidance and counseling; motivation and staff development; discipline in schools; and physical planning and development, with the focus being on school mapping.

The specialized areas include the role of Kenyan National Union of Teachers (KNUT) in promotion of education standards; the role of provincial administration in education management; family life education – Christian, Muslim, Hindu, and others; public health education in schools; special education; policy analysis; statistical techniques; data collection, analysis, and interpretation; and management of school committees, boards of governors, and parent-teacher associations.

Kenya Institute of Education (KIE) The KIE, a curriculum development and research centre administered by the Ministry of Education (Ministry of Education, 1994), was established by the Education Act, Chapter 211 (Republic of Kenya, 1980). According to the Ministry of Education (1994, p. 15), KIE is mainly responsible for:
the co-ordination of institutions devoted to training of teachers, the conduct of examinations to enable persons to become qualified teachers, the conduct and promotion of educational research, the preparation of educational materials and other matters connected with the training of teachers and the development of education and training.

The role of KIE in in-service teacher education includes the following activities:
• To organize courses, seminars, and orientation programs for the guidance of teachers and educational administrators (Menya, 1990; Ministry of Education, 1994; Olembo et al., 1988).
• To deliver in-service training for trainers of teachers of early childhood "to enable them provide guidance to those involved in early childhood education and to conduct the in-service training programmes for teachers of this level of education" (Republic of Kenya, 1988a, p. 67).
• To manage in-service courses and workshops for teachers involved in conducting experiments and trials of any new syllabuses and teaching materials (Ministry of Education, 1994).
• To organize seminars on any syllabus and teaching materials for inspectors of schools and staff of teacher training colleges (Ministry of Education, 1994).
• To prepare correspondence courses for students and teachers (Ministry of Education, 1994).

**Teachers Advisory Centres (TACs)**
The TACs play an important role in in-service teacher education. This was specifically explained by the Presidential Working Party when it stated that TACs "provide information for teachers, conduct demonstration lessons using teachers and develop teaching aids from local materials. They also conduct studies on local educational needs and disseminate information on curriculum innovations" (Republic of Kenya, 1988a, p. 68). The Presidential Working Party further commented that TACs tend to focus mainly on primary education and that their services are not extended to secondary school teachers. It recommended that TACs "be structured and developed as district educational resource centres to cater for all teachers in the districts" (Republic of Kenya, 1988a, p. 68). This recommendation was accepted by the government (Republic of Kenya, 1988b).

**Kenya National Union of Teachers**
The KNUT was registered in 1959 as both a trade union and a professional organization. According to KNUT (1990, p. 21), its functions as a trade union include “uniting, mobilizing, and bringing together all teachers of all grades to speak with one voice on matters affecting them as workers”. As a professional body, KNUT participates in various government committees and commissions, KIE panels, schools’ boards of governors, university college councils, and other professional councils and boards, as well as organizing training programs for its members.

KNUT is concerned about limitations in the in-servicing of teachers, about teachers who are not in-serviced or updated, and about the lack of sufficient Ministry funds for in-servicing teachers. Consequently, KNUT (1990, p. 24) decided to assist with in-servicing of teachers and provided this explanation:
The union has not lost any opportunity in mounting training programs which have been of much benefit to the members. Since 1963, KNUT has organized seminars, conferences, and training programs both locally and abroad with the assistance of friendly unions … The purpose of the in-service course is to help KNUT members improve their academic and professional knowledge. For this reason, normal school subjects are taught for academic purposes and methodology is given in every subject taught.

A great deal of emphasis is placed on leadership training and the training of women.

**Other approaches to in-service training**
In Kenya, professional development in teacher education is not only achieved through the formal training described above. Lodiaga (1987) identified three other forms:
1. **Induction** – a series of events involving explanations given to new employees of what their jobs entail.
2. **Attachments/internships** – a teacher works alongside a more experienced officer in order to learn some new skills.
3. **Strategic posting/staff rotation** – educators are assigned to different locations to give them varied experiences.

Lodiaga (1987) also suggested that staff competence may be increased through staff meetings, planned study tours, and information bulletins.

**Barriers to staff development**
In-service training activities for teachers face several constraints, as listed below:
• Inadequate funds are available to support the courses (Lodiaga, 1987).
In-service training opportunities are frequently available to only a small number of head teachers and teachers, especially those who have acquired certain experiences and qualifications.

Head teachers and teachers have very little input into the selection and design of the course content organized by the various external agents involved in in-service training programs. Consequently, the courses do not fully address the needs of most participants.

Too few qualified trainers are available to manage the training courses (Lodiaga, 1987).

Insufficient and inappropriate follow-up procedures are used to determine the relevance and productivity of the in-service training programs.

Little emphasis is placed on school-based, in-service training programs. Currently, in-service training activities are far removed from the schools.

Staff are wrongly employed; that is, staff are prepared for one field and deployed in another field (Lodiaga, 1987).

Insufficient research specifically focusing on in-service training for teachers is conducted.

A lack of continuity exists in the planning and execution of in-service training activities for teachers.

Poor collaboration occurs between institutions involved in in-service training programs. Wanga (1988, p. 32) observed that, whereas the Ministry of Education provides in-service programs through its agencies such as the Kenya Education Staff Institute, “there is, unfortunately, no clear formal link or association between universities and the Ministry in organizing courses”.

In summary, in-service programs for Kenya’s educators suffer from lack of clear government policy, ill-defined objectives, inappropriate practices, little input from head teachers and teachers, inadequate evaluation and follow-up, and lack of support for educators.

Focuses of staff development

Kenya needs to review the teacher in-service training programs to make them more relevant to the needs of teachers and head teachers, especially as they relate to classroom practices. Most writers agree that learning experiences offered to participants in a training program should focus on the basic characteristics of their work and on problems they face daily in their work in schools. Butler (1989) commented that staff development programs should focus on changing teacher behaviors that affect student performance and that participants should practice and apply the new behaviors in their classrooms.

One important area that needs to be given serious consideration concerns technology in staff development for teachers, especially computer skills. The need for computer literacy in in-service teacher education was voiced by Lodiaga (The Nation, 1998) who appealed to teachers to take seriously computer studies and to acquire sufficient skills to teach the subject recently introduced into the Kenyan national curriculum.

In commenting about technology implementation and staff development in the USA, Meltzer and Sherman (1997) suggested that teachers must learn to integrate technology in their teaching, that school principals must encourage teachers to build and to use technology-based skills, that principals should ask teachers what technology training and support they need, and that such training should be geared to the teachers’ needs and levels of familiarity, to school goals, and to the demands of the technology.

Teacher empowerment

Staff development for the twenty-first century should give teachers an opportunity to contribute to programs which address their own in-service training needs. This can be partially achieved through empowerment of teachers. According to Berry (1992, p. 53), “empowerment” means “the acquisition of knowledge which will enable more autonomy, responsibility, and self-direction for all those personnel involved in the educational process”. Also, Mehenzyer (1990, cited in Blase and Blase, 1994, p. 3), defined teacher empowerment as “the opportunity and confidence to act upon one’s ideas and to influence the way one performs one’s profession. True empowerment leads to increased professionalism as teachers assume responsibility for an involvement in the decision-making process”.

Licklider (1997) posited that teachers should be given an opportunity to determine
the goals and objectives of their staff development programs, to share resources, to co-facilitate presentations, and to share outcomes. Also, Pink and Hyde (1992) recommended that, when planning for and subsequently implementing staff development, teachers and school administrators should be included in the planning and implementation processes and given an equal “voice” in defining and resolving the issues for discussion, and that attention should be given to creating and supporting teachers’ new professional roles that encourage them to reflect on their expertise. If in-service training programs are established with the involvement of participants, Butler (1989) considered that they will evolve to meet participants’ needs, level of awareness, mastery, and concerns. Fessler (1990) concluded that, because teachers are in a position to provide leadership in areas such as mentoring, professional organizations, staff development and in-service, peer coaching, and curriculum development, empowering them for such leadership roles will provide them with opportunities for higher levels of need satisfaction and bring valuable expertise to school improvement.

Therefore, as Koll et al. (1988-1989, p. 30) stated, staff developers need to plan in-service education programs that will tap teacher motivation and self-esteem, autonomy, and self-actualization levels: “Approaches that enable teachers to feel good about themselves, enhance feelings of competence and empowerment, and push them to peak performance are those most likely to make a difference in classroom performance”.

According to Heidenman (1990), the key elements of empowerment of teachers include decentralizing decision making, delegating authority, and giving teachers a voice in their own professional development. On this point, French (1997, p. 9) cautioned that:

Professional development programs cannot succeed if they are something done to teachers, if teachers are passive recipients instead of active participants. Teachers need to be able to see that what they learn produces results in their classroom and that it enables them to improve the lives of students.

**Instructional supervision and evaluation**

In any staff development strategy, instructional supervisory systems must be in place in schools with the objective of promoting professional growth of teachers. Instructional supervision embraces all activities which are directed specifically toward the establishment, maintenance, and improvement of teaching-learning process in schools. Furthermore, it includes the improvement of teaching and learning strategies and provision of an atmosphere conducive to effective teaching and learning.

The need for instructional supervision in schools has been voiced by several writers. For example, Schain (1988, p. 4) observed that:

> While colleges can do basic training in the arts and skills of teaching, the actual training of teachers must take place in schools where they teach. That’s the real world and that’s where teachers will spend most of their working lives. Accordingly, the question becomes, “Who will train our teachers in their schools?” The answer is quite clear – the school supervisors.

Also, Pfeiffer and Dunlap (1982) noted that instructional supervision is needed to help teachers improve their instructional performance, motivate their professional growth, and implement their curricular development. They concluded that the ultimate goal of instructional supervision is to improve student development which may be achieved through changing teacher behavior, modifying the curriculum, or restructuring the learning environment.

Oliva (1983) stated that supervision is needed for all kinds of teachers in schools – the new, the inexperienced, and the able. According to Glanz and Neville (1997), staff development programs would be more effective when tied to a systematic program of in-classroom supervision to assess what in-service activities might be needed and when such activities are likely to be productive.

The type of instructional supervision that is most likely to yield productive professional development is one of collaboration. Harris and Owando (1992, p. 13) viewed collaboration as implying collegiality, cooperation, teaming, and networking: It “refers to a process by which people with diverse expertise (teachers, principals, supervisors, and others) work jointly with equal status and shared commitment in order to achieve mutually beneficial instructional goals”. The major characteristics of collaboration, in their view, include mutual respect, tolerance, acceptance, commitment, courage, sharing of information, adherence to laws, regulations, and ground rules, a philosophy of shared decision making, teaming as the central mode of organization for action, and a “we” paradigm as opposed to an “I” or “you” paradigm. Harris and Owando (1992, p. 17) maintained that collaboration is a valuable component of instructional supervision and, given its distinctive attributes, “has potential to enhance the professional development of
teachers which in turn can enhance student success”.

An important and desirable component of instructional supervision for professional growth is evaluation which is “the process of determining goodness or badness of something” (Daresh and Playko, 1992, p. 284). According to Goldsberry (1997, p. 53), “before anything can be improved, it must first be evaluated to determine its good and bad parts. Such evaluation can be done for the kind of progressive professional development we want for our teachers”. Similarly, Poston and Manatt (1990) stated that evaluation improves teaching, enhances productivity in student learning, and provides the means for professional growth of teachers evaluated. Goldsberry (1997) also suggested that self-evaluation, in particular, is necessary for continued professional development, that good and thorough self-evaluation should include seeking the perceptions of other knowledgeable colleagues, and that formal teacher evaluation procedures should be designed to evoke and abet teacher self-evaluation. French (1997) added that a sound model of continuous professional growth is one that allows teachers to examine critically their own classroom performance and to discover ways to improve.

Schools should put a great deal of emphasis specifically on formative evaluation which, as explained by Cousins (1995), is conducted primarily to enhance professional development of teachers. Additional formative purposes are listed below:

- to identify teachers’ strengths and weaknesses (Haefele, 1993);
- to build a helping process which can provide data to teachers for making decisions regarding teaching techniques, styles, or strategies (Gullatt and Ballard, 1998);
- to increase teacher responsibility and allow time for teachers to work collegially as peer supervisors (Fitzerald and Muth, 1984); and
- to provide the means for growth and professional improvement of the teachers evaluated (Poston and Manatt, 1993).

Therefore, Kenyan schools need to develop supervision and evaluation systems as part of the culture of the schools in order to promote professional growth experiences of teachers. In Annunziata’s (1997) view, staff development, which is based on appropriate supervision of teachers’ classroom practices, should revolve around sets of ideas and develop new understandings about good supervision and evaluation systems and suggest thoroughness through practice, consistency through follow-up, adherence through conversation, and continuity through faithfulness to standards.

Two advantages of growth-oriented teacher supervision and evaluation were identified by Duke (1985): improving relations between teachers and supervisors; and freeing administrators so that they can spend more time with the few teachers who need intensive assistance.

**External support**

The support given by external agencies involved in teacher in-service training programs in Kenya must be intensified at all levels of education. Also, the roles of external agencies, such as universities and colleges, professional associations (e.g. the Kenya National Union of Teachers, and the Headteachers’ Associations), the statutory bodies of the Ministry of Education (e.g. the Kenya Institute of Education, the Kenya National Examinations Council, and the Kenya Education Staff Institute), and the Teachers Advisory Centres, as well as the nature of professional support they give to teachers and to head teachers, need to be well understood by educators.

The Ministry’s role in teacher in-service education is especially important. As noted by Clarke (1995), the Ministry of Education should develop mechanisms that promote networks which provide opportunities for continued professional growth on a systematic basis. The Ministry should also “facilitate and encourage the collaboration among teachers and other sectors of the system, which would encourage the action research necessary to stimulate and support relevant, dynamic, teacher-owned staff development” (Clarke, 1995, p. 20), and be more aware about in-service training of teachers (Lodiagi, 1987).

Schools will need to strengthen their links with external agencies, especially universities, colleges and the Ministry of Education. The need for school collaboration with these agencies to enhance professional growth of teachers has been voiced elsewhere. For example, Clarke (1995), in a study designed to determine primary teachers’ perceptions of effective staff development in the Caribbean, reported that the teachers studied endorsed collaboration between the schools, teachers’ colleges, and the Ministry of Education. Fessler (1990) considered that such partnerships can lead to the designing of structures that may provide leadership opportunities for teachers and improve teacher education. Also, in Fessler’s (1990) view, teachers in partnerships with universities can become leaders in areas
such as mentoring, in-service education conducted by teachers, and research on teachers.

**Induction**

Staff development strategies for the twenty-first century in Kenya should include continuous, well-planned, school-based induction programs for beginning teachers. In Kenyan schools, new teachers often face several problems associated with inadequate induction: lack of instructional resources, heavy workloads, undefined professional expectations, a sink-or-swim attitude, and cultural shock. Well-designed induction programs will form the foundation of a new teacher’s continuous professional development (Andrews, 1987). Schools need to devise appropriate professional induction seminars and workshops for new teachers to extend their professional knowledge and skills acquired during pre-service training. Headteachers should demonstrate a commitment to the continuing professional induction of teachers in their schools.

**Schools’ contributions**

Schools are the most immediate sources of internal support for teacher professional growth. According to Duke (1990, p. 135), teachers’ success in growing professionally is “a function not only of their own innovation, awareness, and imagination but of the nature of the schools … in which they teach”.

Therefore, Kenyan schools need to develop and maintain support structures that will enhance the professional growth of teachers. Maxwell (1993) identified these mechanisms that sustain the work of the school:

- establishing effective interpersonal relationships and coaching by head teachers (Poston and Manatt, 1993);
- providing adequate staff development experiences by head teachers with long-term assistance incorporated into ongoing school program (Sparks and Loucks-Horsley, 1989);
- establishing developmental priorities by school leaders that cater to individual and group needs (Maxwell, 1993);
- developing plans that incorporate both formal and informal professional development opportunities into the professional culture of the school (Maxwell, 1993);
- providing opportunities to teachers to visit teachers in other schools, to observe colleagues teaching, and to observe professionals in non-school settings (Duke, 1990);
- facilitating teachers’ awareness about professional development matters by school leaders through provision of professional literature and supervisory feedback from supervisors and colleagues (Duke, 1990; Good and Brophy, 1987); and
- devising alternative ways to generate funds to support in-service training programs (Licklider, 1997).

Also, Weeks (1988) suggested that after reviewing professional development issues in developing countries, schools need to establish norms that support collegiality and communication not competition, sharing not withholding, and involvement not isolation. Further, as noted by Meltzer and Sherman (1997, p. 27), schools need to adopt multiple approaches to professional development because “no one approach to staff development works for all teachers. Principals should provide a combination of traditional workshops, conferences, and … workshops from which teachers can choose”.

On this point, Koll et al. (1988-1989, p. 30) proposed that: …staff development programs must provide options for participation so that choices will facilitate a match between motivation and activity. Conference attendance, skill-building workshops, classroom observation, peer coaching, conversations with the principal about a journal article – these are but a few of the alternative opportunities that can be integrated into a staff development program in order to respond to motivational considerations.

As Stiggins and Duke (1988) recommended, top-level commitment to professional development and policies that facilitate teacher growth in schools are both needed. Figure 1 depicts a recommended staff development framework for school teachers in Kenya.

**Conclusion**

This paper has proposed a professional development agenda for Kenya for the twenty-first century. The key to more productive staff development for Kenyan teachers lies in maximum involvement and participation of the teachers themselves in designing the in-service programs – programs that will provide school-based professional experiences relevant to the needs of teachers and to the needs of the schools in which they work. This new approach to professional development will require total support of head teachers, school committees, parent-teacher associations, and boards of governors working in collaboration with district education officers, municipal education officers, provincial directors of
education, and the Ministry of Education. The head teachers, in particular, will need to be more active and creative in encouraging teachers to participate in in-school staff development programs. Head teachers themselves must ensure that their own knowledge in matters relating to professional development is comprehensive and up to date. They will need to demonstrate a commitment to continuing in-service professional growth of teachers, to promote a healthy professional growth climate in their schools, and to evaluate and monitor the progress in professional development of teachers. In short, staff development strategies of the future should be sensitive to teachers’ needs as professionals.

Those organizations involved in in-service teacher training programs will need to address teachers’ concerns related to their professional growth. Teachers will in turn provide pupils with appropriate learning experiences that will help them to succeed in the national examinations, to fit into the Kenyan job market, and to deal with future challenges. These considerations are also probably relevant to other developing countries.

In designing staff development programs for the twenty-first century, the Ministry of Education should endeavor to provide adequate resources and support and to put more emphasis on school-based, in-service programs as part of ongoing school activities as opposed to isolated activities organized during school holidays. Additionally, the Ministry should consider acknowledging and rewarding teachers who are engaged in professional growth to improve their skills and competencies for the sake of pupils. If this were to be done, teachers would be likely to pursue further professional development activities with greater enthusiasm and interest.

References
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Figure 1
A model for in-service education in Kenya


**Further reading**