

Critical Appraisal of Teacher Education Programmes in Achieving Curriculum Goals in Kenya

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Abstract

This paper makes a critical appraisal of teacher education programmes in achieving curriculum goals. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Although ideally it should be conceived of, and organized as, a seamless continuum, teacher education is often divided into several stages, especially in Kenya. This paper, therefore, makes a critical evaluation of teacher education programmes in the Kenya school curriculum. It develops an understanding of the concepts in teacher education and the diversity of curriculum for teacher preparation at the respective stages from the neophyte or pre-primary stages to continuing education. It further examines the educational trends of post-independent Kenya in respect to teacher preparation as well as the diverse global perspectives. A comprehensive landscape of teacher education in Kenya is provided, drawing from the history. Finally, the paper dissects the emerging challenges of teacher education in Kenya in the realm of attainment of Kenya's Vision 2030 and makes recommendation of the prospects in this field associated with this kind of education in the attaining of the overall goals of education in Kenya

Keywords: Teacher Education; Curriculum Goals; Teacher Quality

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