

**Continuing Professional
Development (CPD) For Secondary School
Teachers: Policies and Practices of
Mentoring in the Kenya
Education System**

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Abstract

The objective of this paper is to explore and analyze the role of mentoring in improving teacher development as a tool of Continuing Professional Development in the achievement of vision 2030. This has been necessitated by the aim of Kenya vision 2030 that strives in making the country globally competitive and prosperous with a high quality of life. This aim can be achieved when the current education system realizes that the trial and era teaching and take it or leave it professional development programmes are no longer acceptable. This has been necessitated by the diverse compositions of student population, changing paradigms in teaching and learning together with the changing expectations

about the quality of education that are occurring at an unexpected rates. Teacher training is more than the mastery of certain practical knowledge, pedagogical skills and techniques. Therefore, CPD through mentoring plays an important role in teacher improvement geared towards classroom practices. This paper has highlighted the plight of secondary school teachers and the need for teachers to be involved in CPD. The methodology involved a vertical case mixed study approach design that involved analysis of macro and micro aspects using quantitative and qualitative techniques in the collection of data. Twelve secondary schools in Kirinyaga County were sampled for the survey while six others were subjected to an in-depth case study. The data analyzed indicated the importance of mentoring and involvement of other stakeholders in provision of CPD as laid out by the education policies. As the study indicates, there are several challenges' that are experienced by teachers in their quest for mentoring. In the light of these findings, mentoring of teachers can play an important role in improvement of classroom practices and the school as a whole. For the attainment of Vision 2030 teachers should be supported at the school level so that they can participate in and complete the programmes of mentoring that take place especially where young and newly recruited teachers are involved.

Introduction

Teacher's role in education is central. After the learners, teachers are the most important actors in the education process. The Education for All (EFA) targets adopted at the Dakar conference in 2000 recognized that enrolment in schools does not ensure quality education (EFA 2006). The Dakar framework on Education for All Goals (Goal 3 and 6) advocated that the learning needs of all young people and adults should be met through equitable access to appropriate learning and life skill programmes. Goal 6 advocates improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (EFA 2000). In the light of the above goals, if schools are to achieve their educational aims, there must be effective systems to select, prepare, deploy, manage and support teachers. This is the role that Kenya Vision 2030 is geared to attain by making the country globally competitive and prosperous with a high quality of life. This will be achieved by transforming the country into a newly industrialised, middle income country by providing a high quality of life to all its

citizens in a clean and secure environment (Report of Republic of Kenya 2007).

The EFA Global Monitoring Report (2005) defined the central role of the teacher in any education system, emphasizing that the quality of education is directly linked to how well teachers are prepared for teaching. It further acknowledged the need to balance the time and money spent on initial training and continuing professional support. According to Darling-Hamond (1998) each dollar spent on improving a teacher's qualification nets greater gains in student learning than any other use of an education dollar. More incremental training via several routes such as full time, part-time, day release, residential and distance learning in a variety of locations such as the school, teacher centres, colleges and universities need to be explored. The opportunities available should be used to develop teachers' professional skills over a working lifetime. This is because today's teachers need to be equipped not only with subject specific expertise and effective teaching methodologies, but with the capacity to assist students to meet the demands of the emerging knowledge-based society. On the other hand, UNESCO (2010) report has recognized that teachers are at the centre of educational

change. They are active and powerful change agents who have the power to make a difference both individually and collectively in a society. This is in line with Kenya vision 2030 that recognises education and training as the vehicle that will be required to steer the country to the economic and social goals of the vision (Report of the Republic of Kenya 2007).

The teacher's professional development is the tool that policy makers use to convey broad visions, disseminate critical information, and provide guidance to teachers. It has many facets as evidenced by numerous terms used to refer to the process. Some call it professional growth, in-service education, on the job training, continuing education, recurrent education, staff improvement, or renewal. Hassel (1999) considers professional development as the process of improving staff skills and competencies needed to produce outstanding educational results for students. According to Olivia and Pawlas (1997), professional development programmes are activities planned and carried out to promote the personal and professional growth of teachers. Villegas-Reimer (2003) and Ganser (2000) further explained that professional development includes formal experiences such as attending

workshops, professional meetings, and mentoring and informal experiences such as reading professional publications and watching television documentaries related to an academic discipline (Villegas-Reimer, 2003, Ganser 2000). This conception of professional development is broader than career development that is defined as the growth that occurs as the teacher moves through the professional career cycle and broader than staff development, which is provision of organized in-service programmes designed to foster the growth of groups of teachers.

This paper conceptualized the term Continuing Professional Development (CPD) to mean all programmes and practices initiated at the national, school or at an individual level that gives the teachers a chance to reflect, renew and acquire new professional skills with the aim of improving professional practices and the quality of education in schools. Any experience that teachers engage in to widen their knowledge, appreciation, skills, and understanding of their work should be in line with goals, values of the schools and the interests and needs of teachers (Duke & Stiggins, 1990; Beerens, 2000; Norton, 2008).

All forms of teacher training emphasize the acquisition of pedagogical skills. What differ are the models. The pre-service programmes vary dramatically around the world in terms of institutional context, content areas, time allocation and forms of practical experiences for the students. Initial preparation can vary from zero to five years and increasingly pre-service teachers spend more and more time on practicum sites. There has been a strong tradition of teacher training that emphasizes obtaining the required pedagogical skills, instructional technology, and practical experience for teachers. In Kenya the approach is towards training that tries to balance between mastering subject matter in content areas and pedagogical skills. Hallinan and Khmelkov (2001) mentioned that as the result of the new trends, educators and policy makers had shifted their attention from improving schools to improving teaching. This is the point where mentoring of new and young teachers should be done to improve on the competence and skills with the aim of improving student performance.

Teachers need a wide variety of ongoing opportunities to improve their skills. Effective CPD of teachers begins with the understanding of teachers' needs and their work environments (Gaible&Burns,

2005). It is believed that the main step in any training programme is to determine whether training is needed and, if so, to specify what that training should provide. Although the majority of teachers consider themselves to be knowledgeable and confident, due to the new expectations and challenges, they feel inadequately prepared to become an expert teacher. If in-service teacher training programmes are established with the involvement of participants, Butler (1989) argued that they would meet participants' needs, level of awareness, mastery, and concerns. Unfortunately, needs analyses are usually ignored in the formulation of most teacher training plans. This leads to a waste of time, human resources and money while damaging the motivation and enthusiasm of those involved in the programmes. According to Wanzare and Ward (2000), CPD for the twenty first century should give teachers an opportunity to contribute to these programmes, which address their own training needs.

Consequently, the teachers' job has become more complex and stressful in the face of new expectations of schools and adjustment to social changes. Many countries in the world face formidable challenge of how to expand the size of their teaching force while improving professional quality.

A good CPD Programmes is expected to fill this gap. Again, the issue here is that teachers need to refresh their skills from time to time to meet new challenges. In schools the majority of novice teachers begin their career in a teaching environment with little or no professional assistance. Some new teachers may teach disciplines that differ from their area of specialization. Given the calls for pedagogical renewal, practicing teachers require to be provided with CPD opportunities especially in developing countries. CPD is the means by which members of professional associations maintain, improve and broaden their knowledge and skills and develop the personal qualities required in their professional lives. It involves conscious updating of professional knowledge and improvement of professional competence throughout a person's working life.

The Plight of Secondary School Teacher Education in Sub Saharan Africa

In Sub-Saharan Africa (SSA), the question of quality is still intrinsically linked to access. Secondary education is not widely spread in SSA. Late entry and high repetition rates mean that the ma-

majority of secondary school age children are bogged down in primary school classes. Only nineteen percent of young people of secondary school age are enrolled in secondary school (SEIA 2007). In some countries such as Burkina Faso, Chad, Guinea, Mozambique and Niger, enrolments are less than ten percent. However, the region faces many challenges in meeting the goals of further expansion of secondary school teacher education. Only a handful of countries in the region have achieved secondary education access rates of 20 % (UNESCO, 2001). This phenomenon has various causes. These are low primary enrolments; low transition from primary to secondary and high drop-out rates in secondary school. Lack of access to secondary education has increasingly been seen to constrain a country's abilities to train more teachers for the secondary sector and hence to sustain an effective economic growth and formulate development strategies (UNESCO, 2001; World Bank, 2005).

Generally, teachers throughout the region are poorly trained with considerable variations between countries. In addition to the problem of training enough qualified teachers, low salaries cause severe retention problems. This leads to teachers taking extra teaching loads or other paid

works to secure a decent income. In this line mentoring would be an important component for the poorly trained teachers in order to improve their skills.

In addition, the cost of expanding the capacity of teacher training colleges by increasing the numbers, spaces and candidates to meet the needs of a growing secondary education sector places even more financial pressure on already stretched educational budgets. EFA (2006) indicated that more than 20 percent of teachers lack training in more than half the countries in SSA. Moreover, many governments are hiring contract and volunteer teachers as cheaper alternatives to traditional college courses. Efforts are also being made to equip teachers with enhanced skills and competence through CPD. However, studies of students' achievements offer very little evidence that these types of teacher preparation are having positive effects on the learning of students in schools. Not enough is known about how effectively teachers working in different educational environment and context adopt and adapt knowledge and skills they have acquired through formal training or how they are able to address the particular learning needs of the students in their actual schools. Where such

teachers lack adequate training and service conditions, the practice has had a negative impact on the quality of education. Other teachers need to have their skills upgraded and require additional professional training to enhance their careers.

Many educators, researchers and policy makers are convinced that investments in pre-service education are not yielding the expected results and that resources would be better utilised if redirected to other more productive areas (World Bank, 2010). The fact is that pre-service training has remained virtually unchanged is raising more doubts about its effectiveness (SEIA, 2007). This is particularly so where secondary school teachers are concerned since their pre-service training relies almost exclusively on specialised knowledge training at universities with little, if any, practical training in the teaching and learning process (World Bank, 2010). The teaching practice that is provided is not effective and takes a short time merely one school term. To a great extent, this means that secondary school teachers have to be responsible for their own CPD once they start teaching in schools. This short coming can be improved through mentoring programmes within the school set up.

In Kenya, there has been great concern for teachers to be involved in CPD in secondary schools in Kenya due to the continued increase in enrolment and expansion of the sector as a result of the introduction of Free Primary Education (FPE) and subsidized secondary education. However, policy on CPD through mentoring programmes for secondary school teachers has been fragmented, incomplete and more often than not simply non-existent. The development of coherent, medium term, financially sustainable teacher policy, tailored to meet the demand for new and existing teachers, has been widely neglected despite internationally agreed goals in education. Teachers' policy on CPD through mentoring programmes has often been an afterthought to EFA and the Millennium Development Goals (MDG) targets receiving less attention than universal schooling. The authority line within the Ministry of Education has not been clear and sufficiently prioritised, resources are not compatible with needs, and responsiveness of teacher education system to the changing environment in the field has been slow, as has been engagement and contributions from the private sector and general public. Despite that, the policy documents (Report on Republic of Kenya 1964; Report on Republic of Kenya 1977; Report on Republic of Kenya 1999)

had highlighted the need for teacher CPD; implementation had been hampered by lack of follow up and funds. However, Sessional paper no.1 of 2005 indicated that this was not the case and there are limited opportunities that have denied teachers the chances to enhance their skills beyond those acquired during their basic training. Kenya Education Sector Programme (KESPP, 2005) recognizes the urgent need to improve teacher capacity in secondary sector by empowering the teachers in order to deliver the revised curriculum. In order to improve the quality of secondary education, the government has recognized the need to maintain a well educated and disciplined teaching force committed to CPD and life-long learning. This is the gap that the current paper intends to fill by analysing the policies and practices that are prevalent in the country in relation to mentoring of secondary school teacher.

However, many districts in Kenya are spending less money and resources on teacher CPD through mentoring programmes. The MOE is not directing their professional development money in a coherent way towards sustainable, practical learning opportunities for teachers. In addition, there are challenges that involve widespread weak-

ness in teachers' skills due to lack of CPD training (Onyango, 2009). More over, the country lacks a national system of teacher CPD training accreditation and most of the courses are not well coordinated and standardized.

Fundamentally, a change is required in the way the teaching profession is viewed: a teacher must be seen as a professional, an acknowledged worker who does not spend his or her entire professional life in just one education system or even in a single country. Like students, teachers must be prepared to work in changing and unpredictable environments in which knowledge is constructed from different sources and viewpoints. The ability to teach challenging content to learners with different experiences and conceptions depends on the capacity of practitioners to create powerful and diverse learning experience that connect with what students know and how they can most effectively learn. Therefore, the problem of the study was to establish the policies and practices related to teacher mentoring in Kenyan secondary schools by comparing the national policies with the actual practice in relation to Kirinyaga district.

Methodology

The Vertical Case and Mixed Study approach research designs were used in the collection and analysis of the data. The concept of vertical case study strives to situate local (Micro) action and interpretation within the broader cultural, historical and political investigation. The next approach that was used in the study was the mixed method that collected and analysed data both qualitatively and quantitatively in a single study. In this paper, the qualitative approach was the dominant design that was applied. Triangulation of data as a means for seeking convergence across qualitative and quantitative methods emerged the additional reasons for mixing. The reason why the current researcher has used mixed method approach was to expand the understanding of teacher involvement in CPD in Kenya through exploration and explanation of the context in which the teachers operate. By employing a pragmatist lens the researcher was able to zoom into microscopic details within the school set up in Kirinyaga county or zoom out to the national policies and practices on teacher CPD in Kenya. As such, mixed method approach afforded the researcher opportunities to combine the macro and micro levels of the study. Therefore, the study

on aspects of teacher CPD and mentoring programmes has an added advantage when it was conducted using the mixed method approach as it benefited from the data that was qualitative and even quantitative in the explanations obtained from interviews, focused group discussions and questionnaires administered during the field work.

The research work was carried out in Kirinyaga district that was purposefully sampled for the study. The selection of this research site was due to a number of considerations. First, the community that inhabits the area is made up of mostly rural farmers with a fairly fragile economic base. The fragile economic base is thought to affect, not only their ability to meet educational expenses but also the motivation to engage and invest in CPD courses as compared to other more immediate social needs. Teachers are involved in some of these economic activities and this may affect their involvement in CPD geared to mentoring in schools. This is as a result of the competing interest between school time and involvement in other economic activities to augment their incomes. In some schools teachers only attend classes and then go away to attend to other economic activities that they run concurrently with the teaching job. However, even when

communities are economically able, motivation to engage in CPD courses geared to mentoring of young and inexperienced, newly recruited teachers and those on transfers to the new schools are determined by their perceived relevance to their daily existence and the aspirations they have for improving their professional skills.

In selection of the schools in Kirinyaga district, stratified random sampling was used. In the current study, the researcher had a list of schools in the county and selected the schools according to their classification as provincial, district boarding or district day schools. In each category, the researcher purposively selected one type of school so that the required information from each category could be obtained. A total of twelve schools were sampled, four from each category. Six of the schools and two from each category were subjected to interviews, focused group discussion and were also administered with questionnaires. The other six were administered with questionnaires only. A total of 334 teachers formed the target population from the twelve sampled schools. The researcher sampled 132 from the target population. After administration of 160 questionnaires the researcher was able to collect 94. A total of 34 teachers were

involved in interviews in the six schools. On the other hand, 33 teachers were involved in Focussed group discussions. A total of six FGDs were conducted at least one from six school that were involved in in-depth analysis. The head teachers in six sampled schools were involved in interviews. Three education officers were sampled at the district level and interviews were conducted. At the national level three education officers at the Ministry of Education head quarters were involved in interviews. Two more officers were used to collect statistical data at the Ministry of Education and Teacher Service Commission headquarters on teachers that have completed various programmes. This was important in finding out whether the type of school does influence teacher participation in CPD through mentoring.

Findings

Provision of Professional Advice through mentoring in Schools in Kirinyaga district

Teachers were asked to indicate whether they were provided with professional advice through mentoring in their schools and the people responsible. Of the teacher's interviewed sixteen

(47.05 %) agreed that teachers are provided with professional advice in their schools. The category of the school affected the responses given by the teachers. In provincial schools staff meetings, briefs in the morning and briefs after a teacher has attended a workshop and seminars were the main avenues. The principals were the main sources of the professional advice that was given to teachers. In one of the provincial schools sampled, guidance and counselling team was involved in the role of counselling teachers. A female teacher involved in teacher counselling indicated that:

We usually have counselling sessions on how to relate as teachers. It is organized by the counselling team in the school. (Teacher, 01P02FI, 2008)

As indicated earlier, principals do give advice on the matters that are affecting their particular schools through staff meetings. In case the principal had information on the courses that are to be attended by teachers and HOD, the information was always communicated. The HOD and teachers who manage to attend the courses are later expected to brief the teachers under their jurisdiction with the information that they would be able to get. In some cases, especially in provincial and district

boarding schools teachers formed discussion groups according to their subject areas and solved the professional issues that are facing them. Moreover, those who attend seminars and workshops also come back with booklets and handouts that are given to teachers.

Teachers who attend the particular courses are expected to ensure that the content is typed and given to all those concerned. In addition, those who attend seminars are expected to brief their colleagues on what they have covered. But this has faced opposition from the teachers. They argued that if teachers get information from a second and third source, distortion might occur. A male teacher in a district boarding school commented that;

May be the person may be feeling that the points that he/she should not give is what he/she feels is a threat on his/her side. Also when you attend a seminar not everybody is attentive. So one may miss a lot of points that could have been relevant. (Teacher, ODB03MI, 2008)

It was only in provincial schools where departments had more than one teacher and were able to consult one another. The newly employed

were supported and the senior teachers were ready to assist the young ones whenever they had problems. The senior teachers were checking on what was being done and helped the young teachers whenever there was need. This was well portrayed by one case where a teacher used to teach in a college was transferred to a secondary school. He commented that:

I used to teach in a college. I never taught my subject. So, something that I had not taught for ten years, I had to begin from zero. It was the colleagues in the department who greatly assisted.
(Teacher, 02P03MI, 2008)

Teachers were asked whether they are provided with professional development advice in their schools. A group of ten teachers (29.411%) noted that they were not provided with any professional advice in their schools. This group comprised of teachers from district day schools. They indicated that they used to get the advice in sporadic manner from the principals. They were also categorical that there was no professional advice provided in schools. They had to take their own initiative and get the required information. A male teacher in a district day school noted that:

There was almost nothing. Unless you take your own initiative and try to find out you cannot get anything from the school. There is nobody who would remind you of the various professional aspects that you are expected to fulfil. This is left to the individual to decide. (Teacher, 02DO2MI, 2008)

Teachers were requested to indicate whether young and newly employed teachers were mentored in their new stations of work as part of their professional development. An analysis of the interviews and focus group discussions indicated that mentoring was done informally and there were no procedures on how teachers should be mentored in schools. A female teacher in a provincial school observed that;

I would say it is done informally. The process is continuous so as to avoid conflict with the administration and even the students. It is not well coordinated since there are no laid down guidelines on how it should be done. It is done informally. (Teacher, 01D04MI, 2008)

The HODs assign the workload and make sure young and newly employed teachers are linked up in the department. In case the young teachers had problems they are expected to consult the old

teachers on how to handle them. HODs are expected to induct the incoming teachers so that they would know the expectations of the school. There are departmental meetings where such teachers are inducted. At personal level teachers were expected to ask for help.

In contrast, district day schools have a problem with the numbers of teachers per department. The study found out that there was only one teacher in each department and this has made mentoring difficult. In some cases, the newly employed teachers are the only one in that subject area. This makes induction and mentoring difficult for the newly employed and transferred teachers. A male biology teacher commented that:

“We can only assist in other general things but not the individual subject. Like in biology we are many, while in agriculture I am alone, while physics also has one teacher. (Teacher, 01DB02MI, 2008)

Those who allow the new teachers to discover things on their own further complicated the above problem. The older teachers only come in to help when they realize that the newly employed teachers had serious problems that may affect the

student performance. A female teacher in a district day school observed that:

“When you see that they are in deep problems, those are the times when we come in. We assume that they are professionals and know what should be done” (Teacher, 01D01FI, 2008).

Nine of the interviewed teachers (23.52 %) from district day schools indicated that mentoring was lacking in their schools. They argue that apart from the introduction that teachers get during the assembly, there is nothing that a new teacher gets to help them fit or adjust in the school. In the focused group discussion they agreed that teachers are given textbooks, timetable and told to go to class to teach. They are not helped and when they join the profession they are expected to know about it. When they are in the staff room the only help they can be given was to locate their classes, provided with timetable and told what was expected of them. They are expected to inquire from the rest in case they have problems. More over, there are some teachers who are not ready to discuss anything because they consider themselves too experienced in the profession. When novice teachers go to look for something they are good at, they are the same

teachers who frustrate them by ensuring that the novice teachers are the most overloaded in the school. The general atmosphere was that most of them would rarely help you.

Discussion

As the policies indicate teacher mentoring in schools has been implemented as recommended by the different policy document though the practice differs according to the school category. This may greatly influence the attainment of vision 203 in Kenya. The principal is the key mentor in schools and several avenues such as staff meetings, morning briefs, and briefs after attending workshops and seminars are utilized. Other personalities that are involved in mentoring are the HODs and senior teachers. This aspect is in line with what the policies indicate in the use of different stakeholders in the provision of professional advice through mentoring in schools that are important in attainment of quality education as envisioned in Millennium Development Goals and Education for All which are in line with vision 2030.

Though the policies are followed in all the schools, implementation is greatly influenced by

the category of the schools. Provincial schools have more elaborate mechanism of mentoring compared to the district boarding and day schools. This can be attributed to the large numbers of teachers in each department. This is important in ensuring that the experienced and more knowledgeable teachers do assist the newly employed and transferred teachers in their departments. They are able to organise and encourage mentoring in their departments with the aim of improving performance in their respective subjects. In all the sampled provincial schools the HOD are expected to attend seminars and work shops. In turn they are expected to brief their teachers on the issues covered during the work-shops and seminars.

Teachers have been consulting each other on areas that they feel inadequate, with the view of improving their professional competence. In order to sustain the quality of the subjects, the senior teachers have to support and mentor the young and newly employed teachers. Old transferred teachers are mentored in order to adjust to their new environment. This group is expected to request for help in case they have problems. This is in line with the policy recommendation that agitates for evaluation and examinations of the prevailing circumstance

and the need to improve professional advice through mentoring which are critical to attainment of vision 2030.

In contrast, teachers in day secondary schools lamented a lot on the provision of advice through mentoring. They indicated that the process is sporadic especially by the principal. They have to put personal initiative where they use personal resources to gather the required information. Teachers are left on their own despite the policy indicating the need for teachers to be assisted in the mentoring process. This indicates a disparity with what the policies articulate in the need for mentoring in schools. Such practices in day secondary schools will negatively influence the attainment of vision 2030. This is because they are the majority in the country and failing to mentor teachers will lower the quality of professional development offered in schools.

In addition, teachers have complained that departments in day schools are made up of single teachers. This leaves them with no option to conduct mentoring in their schools. It was argued that, teachers only assist in case when newly employed teachers have serious problems. This is further affected by the personality of the teachers in the departments.

There are some who would be ready to help while others are not. This is in confirmation of what Wag (2013) argued that a teacher is simply given a mentor to contact if they need help. With luck this person may be trained, compensated, accessible, knowledgeable and willing to help (Wag 2013). This indicates a disparity with what the policies articulate where senior teachers should assist the young and newly posted teachers. In this case professional development through mentoring is not efficient and this will lead to delayed achievement of vision 2030.

In all the categories of the schools, mentoring is done informally and this contradicts with the policies that require formalised process. The policies require mentoring to be formally instituted and guidelines formulated in schools. This differs with the practice in all the three categories of the schools. There are no laid down guidelines in schools on how mentoring should be carried out. Garvey (2013) has warned that informal mentoring does not improve teaching over time. This is as a result of the difficulty to identify and support informal mentoring programmes that are carried out in schools. On the other hand vision 2030 requires elaborate structures that will enhance education as

one of the key social pillars. Lack of elaborate structures of professional development through mentoring will in turn affect the attainment of Vision 2030.

In order for the education sector to contribute to attainment of Vision 2030 mentoring programmes should be made sustainable, intensive and on going. Delivery should be responsive to the mentoring needs that build on prior learning in spiralling ways. They should span over a full year, multiple years, including day to multiple week retreats and on going support during classroom implementation. They should focus on teaching strategies in order to meet the learning needs of the students. They should also incorporate some opportunities to practice inquiry, engaging teachers as active learners and problem solvers. Delivery should be job embedded in order to provide opportunities for teachers to practise new learning. On going learning should be considered the norm; professional development should be part of every school day. Systems should be put in place that would provide teachers with daily opportunities to collaborate with peers, team teaching and mentoring, joint lesson planning and coaching. This would greatly contribute to achievement of vision 2030.

Conclusion

From the foregoing, it is evident that there is a disparity between what the policies indicate as the priority areas in mentoring in schools and the reality of the practice in schools. Mentoring differs according to the category of the school. Provincial schools are better served compared to district boarding and day schools that have fewer teachers in each subject. Mentoring of all teachers in all the schools is done informally and there is no procedure on how it should be done. The guidelines laid by the policy are not followed in schools. Therefore, there is need to involve teachers in mentoring programmes as a prerequisite to attainment of vision 2030. Mentoring would contribute to human resource development where teacher training would be improved by identifying talent within the teachers and help in fast tracking especially in areas that require urgent attention. This would help to equip the teachers with the understanding and knowledge that will enable them to make informed choices about their lives and those facing the society. The education sector will, therefore, provide the skills that will be required to steer Kenya to the economic and social goals of Kenya vision 2030 (Report of Kenya 2007).

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