

**Teacher Education in Kenya: An Analysis of School Attachment Programmes at Masinde Muliro
University of Science and Technology**

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Abstract

Teaching as a profession requires a pre-qualification hands on phase for the students. It is, therefore, encouraging to see progressive teacher educators at the university level get involved in innovative re-packaging of teaching as a noble profession and as a career. Kenyan public universities run a four-year Bachelor of Education programme as per the demands of the Education system. Somewhere between the second and third year levels, the students go out for institutional attachment. Indeed, a one-year programme, namely the Post-Graduate Diploma in Education is offered to holders of the B.A. or B.Sc degrees who lack a professional component required of a qualified teacher. It should be mentioned here, that in many teacher education institutions, the popular name is Teaching Practice. At Masinde Muliro University of Science and Technology, however, the preferred name is School Attachment. This emerged as a result of the Paradigm Shift instituted by the Department of Curriculum and Instructional Technology. It is in two phases; an eight-week school experience stage where the student-teachers are introduced to the school environment: games, time-tabling, staff meetings, class room management. The second phase is a twelve-week school practice where the student-teachers have an opportunity to practise pedagogical skills on either early childhood, Primary, Secondary learners or Teacher Training College Trainees. Indeed, university advisors visit and guide student-teachers while the latter are actually teaching in class on general professional growth and development. Ideally, the co-operating teacher from the model school play the role of a mentor to the student-teachers. The end of the first phase includes the compiling and writing of a portfolio that is submitted to the Chairman, Department of Curriculum and Instructional Technology which are then marked by a panel of course lecturers. The student-teachers return to the university for the fifth and sixth semesters; a phase really set aside, as it were, for reflection.