

School of Education Newsletter



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CHANCELLOR COLLEGE



Editor's Note

Welcome to the first issue of the re-introduced School of Education Newsletter. It is the first of its kind which we have waited for a long time. It was with the support of the Dean of Education that the Editorial Board has been able to produce this issue.

The School of Education Newsletter is a Quarterly Newsletter. It is intended to act as a platform of the School of Education to reach out to Chancellor College community and the outside world. However, this first issue covers a longer period but the follow up issues will cover events and developments occurring every three months.

The Editorial Board is indebted to all who responded positively to our call for articles. For one reason or another we have not been able to feature all the news items we received. A major reason being that there was limited space in our Newsletter. These will be included in the next issue.

We once again thank the Dean of Education and all those who in many ways have helped in the production of this Newsletter.

We call for feedback from our readers and such feedback will help to improve the quality of the Newsletter.

Finally, we thank our prospective readers. Enjoy your reading.

Editor-in-Chief.

The Editor-in-Chief
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<https://www.cc.ac.mw/faculty/education>



From the Dean's Desk

By: Dr. Ken Kaziputa Ndala | Dean of Education



The School of Education (SoE) has a long History since its establishment in 1964 at Soche Hill College. Commencing as Faculty of Education, its mandate of producing secondary school teachers still stands. Moved to Zomba in 1973, as one of the five Faculties of Chancellor College. It has grown in terms of numbers and programmes.

Within the complex and challenges that the education sector faces a number of programmes have been introduced and this has boosted and redefined the School's core function beyond production of Secondary School Teachers. The SoE now prepares and develops the human resources required to support, sustain and revitalise the primary and secondary education sectors in Malawi and Africa through teaching, conducting research in response to the challenges facing these sectors.

It is pleasing to note that the re-introduction of this Newsletter comes at a time the SoE continues to grow from two departments to 7 departments under the New University of Malawi. The Curriculum and Teaching Studies Department (CATS) and the Education Foundation Departments (EDF) are transitioning to 7 departments namely: Education Foundations, Education

Policy and Research, Mathematics and Science Education, Language Education, Social Sciences Education, Early Childhood and Primary Education and Higher Education and Professional Development. These came about after a thorough review of the previous trends in the development and review of our undergraduate and postgraduate programmes. Undergraduate programs have increased to meet the challenges faced by the country. A number of postgraduate Programmes are now offered including PhDs. These seven departments will therefore be as inclusive as possible in enhancing access and quality of our programmes.

Under the New UNIMA the school of Education is continue repositioning itself to be the hub of Teacher Education and Development programmes not only in Malawi but also across the region and globally. Placing itself within the Malawi National Educational Policy, the Malawi Growth and National Strategy and the National Education Sector Plan, the SoE Strategic Plan has five strategic directions that are also in tandem with the College's Strategic plan and these are:

1. Improving the quality of teaching and learning in the School.

2. Improving the capacity of academic staff to carry out research, consultancies and outreach programs.
3. Building the capacity of the school to carry out its core functions of teaching, research and outreach.
4. Strengthening the management and organisation of the School.
5. Mobilising financial resources to fund School's activities whilst ensuring efficiency in resource mobilisation, allocation and utilisation.

The School will endeavor achieving all these directions in collaboration with its stakeholders, Ministry of Education and Donor partners' working in Education. It will therefore be the School's responsibility to reach out to these stakeholders to put our synergy together in fulfilling the mandate of the School.

It is with sadness that I salute my predecessor, Dr M.F. Salanjira who tirelessly worked towards achieving the aspiration of the school in the New UNIMA. May His Soul rest in eternal peace.

Enjoy the reading!



Who is who in the School of Education?



Dr. Ken Ndala-Dean

Ken Ndala is a Lecturer in Education Planning, with an extensive experience of theory and practice after having served for the Public Service and the Academia. Prior to joining the University of Malawi, Department of Education Foundations in 2003, Ken Ndala had 12 years' experience working as a Secondary School Teacher and Planning Officer at Division and Central levels in the Ministry of Education. Later in 2015, he was seconded to Public Service as a Director for Educational Planning and promoted to Principal Secretary for Ministry of Education, Science and Technology in 2017. He later moved to Ministry of Industry, Trade and Tourism and Ministry of Population, Planning and Social welfare and desecoded back to Chancellor College. Ken Ndala was awarded a Doctoral of Philosophy in Policy by the University of Witwatersrand and a Master of Education with specialisation in Policy, Planning and Leadership from Massachusetts University, Amherst, in the USA. Ken also holds an International Diploma in Education Planning and Management from the International Institute of Education Planning (IIEP), a UNESCO institution. His undergraduate degree is Bachelor of Education (Science) with the University of Malawi, Chancellor College, obtained in 1991.

The following is an interview which the newsletter editorial crew had with Dr Ken Ndala as a New Dean.

As a new Dean, what are your immediate priority goals for the school?

My immediate goal for the School of Education is to make sure that the Strategic Plan for the School is developed and implemented. I have started by mentioning about the Strategic Plan knowing that it contains aspirations of the school which are the aspirations of members of the academic staff. As a Dean, I would like therefore to see what the members of staff would like to be achieved is realised. These include provision of quality teaching to our undergraduate and post graduate programmes, to initiate and enhance relevant research studies in specialised areas as per the expertise of the members of staff, reaching out to the community with our expertise to help communities solve their problems, and providing consulting services. For all these activities to take place we will have to work with key stakeholders and this will be my task to link with Ministry of Education, Donor partners, local and international NGOs that work in the Educational field. As Dean, I would also like to see that we have a platform to disseminate information on our activities to the stakeholders. To do that we will be re-introducing School of Education Newsletter. Another platform that I would like to see progressing is our Journal "Malawi Journal of Education and Development". It is my wish to raise this as a Malawian flagship Journal for educational matters in the country. I will therefore enhance releasing of Editions quarterly as per

the requirement. For these platforms to have content we need to facilitate cutting edge research seminars not only involving the academia but also NGOs that have generated experience in specialised educational areas. This I believe is the direction for the School of Education for the next two years.

How do you intend to achieve these goals?

These activities will be achieved through our three key departments and these are Curriculum and Teaching Studies, Educational Foundations department and Centre for Education, Research and Training. These departments have specific mandate and the Dean will ensure that activities as provided for in their Strategic Plans are implemented. The departments will be encouraged to develop action plans for a period of three months for implementation and these will be reviewed.

What challenges do you anticipate to encounter and how will you resolve them so that the goals of the school are not compromised?

For the School to achieve the goals as stipulated in the Strategic Plan requires commitment from the members of staff. I will seek commitment from my colleagues in the School to work towards implementation of our own goals. A second challenge could be lack of financial resources. We will have to work within the available resources that we do generate from our postgraduate programmes but also from the support that we receive from government.



Dr Peter Namphande (The HoD of CATS)

Dr Peter Namphande graduated with a Bachelor of Education degree from the University of Malawi in 1995. Afterwards he taught Geography at Mulanje Secondary school up to 1999. While at Mulanje Secondary School he served in various positions in an acting capacity such as Head of Humanities department, Deputy Head teacher, and Head teacher.

In 1999, Peter was promoted to a P8 position of Senior Education Methods Advisor (SEMA) and got posted to Shire Highlands Education Division. He served in this position up to 2002 when he was again promoted to a P7 position of Principal Education Methods Advisor (PEMA). After working for 2 years as PEMA, he joined the University of Malawi in April 2004 as an Assistant Lecturer in Social Studies Education. In 1995, he was awarded a NORAD fellowship to study for a Master of Philosophy (M.Phil.) at the Norwegian University of Science and Technology. In 2013, he commenced his PhD in Social Studies Education with the University of Malawi. Peter had two complementary scholarships for doctorate studies. The first was a Government of Malawi scholarship through the Department

of Human Resources Management and Development where he was given the freedom to look for a place at any University within Africa, and I settled for the University of Malawi. The second was a split-site Commonwealth Scholarship which allowed him to spend part of his PhD studies at the University of Ulster in the United Kingdom. Peter completed his studies and graduated in 2017.

Besides his teaching responsibilities, Dr Peter namphande has also served the University of Malawi in various positions. Some of these positions include Deputy Head of Department, Teaching Practice Coordinator, Coordinator of the B.Ed. (Primary) programme, and Head of Department.

On a personal note, Dr Namphande is married to Flora and they have two wonderful children, Peter Junior and Catherine Chikondi.

The following is an interview which the newsletter editorial crew had with Dr Peter Namphande as a New Head of Department.

As a new HoD, what are your immediate priority goals for the Department?

I can say I am a new HoD although I may correctly state that I just have a renewed mandate as HoD, since this is my second term as HoD. To respond to your question, my priority is to enhance quality in the department by ensuring that as a department we improve in the way that we serve our students, and the other priority is to ensure that there is enhanced exchange of information especially in terms of dissemination of research. To elaborate on the first priority, I would like to ensure that we carry out assessments and provide feedback to students on time. Furthermore, I would like to maximise on the use of external examiners for the moderation of our examinations. For the second priority, I intend to re-introduce staff seminars where we can learn from the various research and project activities being undertaken by staff in the department. This exchange allows staff to learn from one another, and provides mentoring experiences between senior staff and new staff members.

How do you intend to achieve these goals?

These goals can be achieved through collaboration with staff in the three sections of the department. The CATS department is one of the departments in the University of Malawi that has very committed members of staff, and we utilise the experiences of the members of staff to reach out and support the initiatives of the department.

What challenges do you anticipate to encounter and how will you resolve them so that the goals of the department are not compromised?

Time has always been a challenge to meeting some of our goals. As you are aware, members of staff have many things on their 'To do' list and that can as well work against the progression and implementation of new ideas. However, if we allocate responsibilities and tasks fairly and evenly, the load becomes bearable. The other strategy is to 'start small' and move on to bigger tasks. The success that can be registered can act as a motivation for further progress.



Dr Symon Winiko (HoD of EDF)

Dr Symon Winiko is a lecturer in the Education Foundations Department in the areas of educational research methodology, monitoring and evaluation.

Prior to joining Chancellor College as a Staff Associate in 2007, Symon Winiko graduated with a Bachelor's degree in education in 2002 and was posted to teach at Lisumbwi Secondary in Monkey Bay from 2003 to 2006.

In 2008, he was awarded a scholarship under the Scotland-Malawi Partnership at the University of Strathclyde where he graduated with a master's degree in 2010. In 2016 under the auspices of Skills Development Program, a World Bank funded program, he was accorded an opportunity to study at the University of Nairobi where he graduated with a PhD in 2018.

Currently he is the Head of Education Foundations Department and member of University of Malawi Research and Ethics Committee.

The following is an interview which the newsletter editorial crew had with Dr Symon Winiko as a New Head.

As a new Head of Department, what are your immediate priority goals for the Department?

As a Head of department my priority goals are as follows

1. Promotion of quality teaching and assessment in the department
2. Promotion of research culture through the provision of min research grants
3. Strengthening of postgraduate programs
4. Establish satellite centers in Lilongwe and Mzuzu for postgraduate programs
5. Introduce student internship programs. Undergraduate students to be attached in various education institutions.
6. Promotion of short courses in the department

How do you intend to achieve these goals?

To achieve these priorities obviously I will need the support from my colleagues in the department. The good thing is that all these priorities represent the aspirations of EDF members as they are part of the department's strategic plan therefore I am assured of their support. All the same I will take the following specific measures to ensure a realization of these priorities

1. I will promote internal and external moderation of examinations in the department. As a matter of fact the University Office has just approved the hiring of Associate Professor Gwayi of Mzuzu University and Dr Peter Mtika of University of Aberdeen as external examiners for undergraduate programs. This is a move in a positive direction.
2. We will form research teams and as a department we will have to explore the possibility of providing modest research grants using departmental financial resources.
3. We will organise a workshop to finalize a review of our postgraduate programs. The development of new postgraduate programs will also be finalized in the same workshop.

What challenges do you anticipate to encounter and how will you resolve them so that the goals of the department are not compromised?

To achieve these goals I will need the support of the members in the department. But with large student numbers in the department, members are usually busy with teaching and assessment obligations. However, I will liaise with them so that together we can meet the aspirations of the department.

Some of the priority areas will require funding which is always in limited supply. In such cases the postgraduate vote will be used to bankroll those priority areas.



Dr Elizabeth Meke (Acting Director – CERT)

Dr. Elizabeth Meke is a Senior Research Fellow working with the University of Malawi, Chancellor College at the Centre for Educational Research and Training (CERT). She is currently the Acting Director for the Centre. Elizabeth holds a PhD in Teacher Education obtained from University of Fort Hare in South Africa in 2012. Elizabeth Joined CERT in February 2005 after working with the Ministry of Education for about 9 years as a Secondary School teacher, and a teacher trainer at Domasi College of Education. In 2012, Elizabeth was promoted to a Senior Research Fellow position and from 2012 to 2014, she served as a Deputy Director for CERT. As a Senior Research Fellow, Elizabeth has conducted numerous research and consultancy projects for the Ministry of Education and different Development Partners such as the European Union (EU), Education Development Trust (EDT - UK), Firelight Foundation; USAID, UNICEF, JICA, Population Council, GIZ, Save the Children, UNESCO; MACRO International, ActionAid, Concern World Wide, Open Society Foundation, Plan Malawi and others. Her work has mainly focused on all levels of education in the areas of Gender; Child rights; Teacher development;

Teacher classroom practice; Teacher management; Inclusive education; Learning outcomes; Privatisation of education; Literacy and numeracy; Curriculum issues; HIV/AIDS; Girl child education; Assessment; Policy; and Mathematics and Science education among other areas. Elizabeth has also published articles in peer reviewed journals such as the International Journal of Educational Research; International Journal of Health Promotion and Education; Journal of International Cooperation in Education; Multidisciplinary Journal of the University of Fort Hare; the Anthropologist Journal and the International Journal of Education development. Elizabeth is also a Board of Trustee for the Civil Society Education Coalition (CSEC) which is an umbrella body for Civil Society Organizations working in the education sector in Malawi.

The following is an interview which the newsletter editorial crew had with Dr Elizabeth Meke as Director of the Centre for Educational Research and Training.

As a Director - CERT, what are your immediate priority goals for the centre?

My overarching goal is to see CERT mature into a vibrant research centre that conducts sound educational research and consultancy projects aimed at informing policy and practice not only in Malawi but also in the global arena. To achieve this, CERT among other things, needs to fill its vacant academic posts; network strongly with established researchers worldwide; establish research teams that actively work together for a common purpose; collaborate effectively with CERT stakeholders including the Ministry of Education and Development partners; and most importantly, implement the currently approved CERT Strategic Plan in order to be focused in its activities and mandate.

How do you intend to achieve these goals?

To achieve these goals, there is need for team work both at the Centre and with colleagues from the School of Education and indeed other faculties and Research Centres in the College. Currently working with management CERT is in a process of filling vacant posts. CERT staff will have to be vigilant in partnering with established researchers in responding to calls for grant research projects in education. Further, CERT will have to use its resources to initiate some research projects that respond to the needs of our country.

What challenges do you anticipate to encounter and how will you resolve them so that the goals of the centre are not compromised?

One major challenge may be inadequate financial resources to enable implementation of some of the activities especially the implementation of the strategic plan and the own initiated research projects. In light of this, there is need to intensify writing grant research proposals to ensure that there is enough money for CERT activities. Good relationships with the Dean, staff of the School of Education, the College management as well as the Ministry of Education Directorates, might help in solving some of the challenges that CERT faces.



Webinar on Professional Development of Teacher Educators

On 10th September 2020, Dr Elizabeth Meke, a Senior Research Fellow and Acting Director at the Centre for Educational Research and Training (CERT) presented in an international webinar on the continuing professional development (CPD) for teacher educators. Her presentation focused on the question: why do teachers fail to implement what they learn from Continuing Professional Development activities they undertake? The study for her presentation arose from a concern that, despite the Government of Malawi putting in place structures to facilitate the implementation of CPD for primary school teachers, research has shown that teachers have not improved their classroom practice.

The “Webinar on Professional Development of Teacher Educators” is a quarterly series of online seminars organised by the Asia Pacific and Africa Teacher Education Cooperation Center (APATEC2) at Hiroshima University, Japan. According to Associate Professor Takayoshi Maki, the Director of the



Dr Elizabeth Meke, Presenter

Centre, through the webinars, APATEC conducts research on teacher education in Asian and African countries. The centre aims to build a network of teacher educators in Asia and Africa, and to conduct international collaborative research through this network”.

The 2020 September session was the first of its kind and was attended by over 80 people. Teacher educators from Malawi, Zambia, Nigeria, Myanmar, and Cambodia came together to discuss the challenges facing teacher educators

Research Service for Education Performance Management System

The School of Education won a bid to provide research service for Education Performance Management System (EPMS) to Improve Secondary School Education in Malawi (ISEM) project, in the Ministry of Education, Science and Technology, Government of Malawi. The EPMS research project was led by Dr. Nellie Mbano, assisted by Professor Happy Kayuni and other team members were Dr. Tiyesere Chikapa, Dr. Lisnet Mwazangaati, Dr. Bob Chulu, Mr Patrick Kapito and Ms Yapikachi Msiska. It was carried out from 2018 to 2020.

The research work was undertaken to develop Secondary Education Performance Management System (SEPMS), which was funded by “Improving Secondary Education in Malawi” (ISEM) project. The stated overall objective of the project was, “To

propose a national secondary school performance management system, its institutional basis and needs-based requirements building upon an evidence-based research exercise that determines multiple stakeholder need, existing strengths and weaknesses and aligned to the MoEST decentralised vision”.

The SEPMS proposed by MOEST-ISEM for secondary school education sought to have a systemic way of collecting and using data to monitor and evaluate the attainment of learning outcomes. They proposed SEPMS with four components: Data quality and quantity, Processes supporting student performance, Capacity building and Communication. The research report agreed with these suggested components but reinforced them with specific issues that emerged

from the findings. Among other things, the study recommended a modification to the decentralised MoEST education structure.



Informal pictures after research dissemination workshop at Luanar

Professional development of teachers in Numeracy

Strengthening Numeracy through professional development of teachers project shortened as NORHED Numeracy project which is funded by the Norwegian Programme for Capacity Building in Higher Education and Research for Development (NORHED) started in January 2017 and will end in December 2022.

The Lead person from the School of Education, Chancellor College, University of Malawi is Prof. Mercy Kazima Kishindo and the University of Stavanger is Prof. Arne Jakobsen.

The main objective of the project is to building capacity for primary school mathematics teachers and the rationale is to improve teaching of numeracy in standards 1-4.

The beneficiaries of the project are the University of Malawi, and primary schools in Zomba rural.

The accomplishments of the project so far are that first, the project has sponsored

two M.Ed students who were researching on Numeracy and successfully completed and graduated. Second, Primary schools in one zone successfully completed professional development course offered by the project.

The schools or institutions will sustain the intervention after the expiry of the project life for the capacity of primary school teachers is enhanced and this capacity continues to benefit the institutions after project life.



Project team meeting at a conference in the Netherlands

School of Education as main Inservice Training provider in Malawi (CTEX)



Dr Kunkwenzu, a team leader

Staff in the School of Education in collaboration with staff in Human Ecology department are facilitating an in-service training of practicing clothing and textiles teachers in 33 secondary schools. This activity is funded by European Union through Improving Secondary Education in Malawi (ISEM) Programme within the

Ministry of Education. The project started in February 2020. However, the project activities had to stop due to the COVID19 pandemic. According to Dr Kunkwenzu, a team leader from the School of Education. “The overall objective of the ISEM CTEX project is to enhance professionalism and skills of CTEX teachers to ably teach students’

skills and knowledge in accordance with the syllabus and that are relevant for self-development and growth”. In particular, the programme seeks to develop and deliver an in-service training programme that shall enhance and build the capacity of secondary school CTEX teachers, provide a school-based practicum experience of technical teachers using the new equipment supplied to the 33 Secondary Schools and develop teaching and learning materials, school-based reference materials and assessment/evaluation tools for use by the teachers that meet learners’ needs.

The team that is facilitating these training consists of Dr Esthery Kunkwenzu and Mrs Mirriam Kumwenda. This is an ongoing project and so far, two key activities have been accomplished; a needs assessment and CTEX training manual have also been finalised and developed respectively. It is anticipated that through this project teachers will have gained knowledge and skills for effective teaching.

Developing more effective school and University partnerships in initial teacher education project



Mr Patrick Kapito facilitating mentorship workshop at Makelele University

Prof. Mercy Kazima Kishindo and Mr Patrick Kapito from the School of Education, Chancellor College, University of Malawi, Prof. Ann Moran, Prof. Linda Clarke from University of Ulster in the UK, Eduardo Mondlane from Mozambique, and Prof. Euginia Cossa from Makelele University in

Uganda were the Lead persons from the partner Universities who were involved in the School and university project titled Developing more effective school and University partnerships in initial teacher education project. The project was funded by Development Partnerships in

Higher Education (DelPHE) through the British Council.

The main objective of the project was to build capacity for Universities and to offer mentorship training to schools in order to enhance schools' capacity in mentoring student teachers. The project run from January, 2010 to December, 2013. The rationale was to work collaboratively with school in mentoring student teachers during teaching practice.

The main beneficiaries of the project were University of Malawi and secondary schools in Blantyre and Zomba. The main accomplishments of the project are that all the project schools completed mentorship training, developed and published guidelines for student teacher mentors.

The schools or institutions have sustained the intervention after the expiry of the project life for the skills gained continue to benefit the SoE and the schools, and the published guidelines continue to be used after project life.

Malawi-Norway Mobility Programme in Mathematics and Mathematics Education

The Malawi-Norway Mobility Programme in Mathematics and Mathematics Education (MaNoMME) is a project funded from the Norwegian Partnership Programme for Global Academic Cooperation (NORPART). The project period is January, 2019 to December, 2023.

The lead persons in this project are Dr Levis Eneya (Mathematical Sciences) and Prof. Mercy Kazima Kishindo (Curriculum and Teaching studies) from the University of Malawi and Prof. Arne Jakobsen and Magdalena Brekke from the University of Stavanger.

The project's main objective is exchange post graduate students between University of Stavanger and University of Malawi in order to advance collaboration in mathematics education between the two universities and learn from each other's courses

The beneficiaries of this project are the Ministry of Education/ all public TTCs

and Mathematics education M.Ed and PhD students. The project has accomplished the following:

- (a) Two PhD students spent one year January - December 2020 at University of Stavanger.
- (b) Six students (3 M.Ed and MSc) successfully completed one year

(from August, 2019 to September, 2020 at the University of Stavanger in Norway. The schools and institutions will sustain the intervention after the expiry of the project life through the experience and knowledge gained which will continue to benefit the staff and students after project life.



Project team and master students at University of Stavanger. (September 2019)



School of Education spearheads school leadership trainings for quality education in Malawi

The School of Education is implementing a 2-year management and instructional leadership training programme a sub-component of the Equity and Quality Learning at Secondary (EQUALS) project that is being funded by the World Bank. This programme targets Community Day Secondary Schools in 13 districts. These are Chitipa, Karonga, Kasungu, Salima, Lilongwe Rural East, Mchinji, Balaka, Zomba Rural, Chikwawa, Mwanza and Neno. According to Dr Symon Chiziwa the general objective of this programme is 'to empower head teachers with necessary competencies in instructional leadership and school management'. In particular, the school leadership training seeks to empower head teachers to;

1. Develop school strategic plans to guide school activities towards the achievement national educational goals
2. Acquire instructional leadership skills necessary for the attainment of improved learning in STEM subjects
3. Make evidence-based decisions using well managed records

4. Mobilize and manage resources to maximize the use of available resources and meet resource gaps
5. Create an inclusive learning environment to ensure that no student is left behind
6. Motivate students and teachers for improved learning outcomes

In carrying this assignment, the School

of Education in conjunction with Malawi Institute of Education (MIE) will work in close consultation with a subcomponent manager Mr Alfred Kamoto in the Department of Teacher Education and Development. The total cost for implementing this project is 246,000,000 Malawi Kwacha. The coordination and leadership team comprise of the following; Dr Symon Chiziwa, Mrs Naireti Molande of MIE, Dr Richard Nyirongo, Dr Frank Mtemangombe and Mr Collins Chiwanda of MIE.



The Team attending a programme development workshop

Upgrading programmes in the School of Education



M.Ed primary final workshop- presentations of their research findings, 2016

The B.Ed and M.Ed primary programmes were funded by the Scottish government through Scotland-Malawi partnership project and run from 2000 to 2014 and 2014 to 2017 respectively.

The B.Ed Primary, programme was led by the seating dean and heads of department at the time. Lead person from University of Strathclyde was Prof. Sue Ellis. For the M.Ed primary, the lead persons from the School of Education were Dr Foster Kholowa, Prof. Mercy Kazima Kishindo and Dr Nellie Mbano, and from

University of Strathclyde was Prof. Sue Ellis.

The objective of the two projects was capacity building for primary teacher education in Malawi. There were 4 cohorts of about 40 each of B.Ed primary which focused mainly on Numeracy, Literacy and Education Foundations. Exhausted all target group of TTC lectures. All students were fully funded, they were paid for tuition fees and upkeep allowance.

M.Ed primary was in 4 specialisations: Mathematics and Science, Language, Social Studies and Education Foundations. A total of 40 were recruited; 10 for each specialisation.

All the 40 students were fully funded, they were paid for tuition fees and upkeep allowance.

The beneficiaries were Ministry of Education/ all public TTCs.

The programme successfully upgraded all teacher educators in TTC that had Diplomas. Thirty-six successfully completed from Bachelor to Masters. Twenty-four of the Masters started with upgrade from Diploma to B.Ed primary, then from B.Ed primary to M.Ed primary. Therefore the programmes built capacity from Diploma to Masters.

The schools or institutions will sustain the intervention after the expiry of the project life for the capacity of TTCs has been strengthened and benefits of having better qualified and more competent teacher educators continue after the project life.



Gondwe, F. (2021). Conceptualising Technology Professional Development for Non-Traditional Teacher Educators: The case of Primary Teachers in Malawi, in the *Journal of International Cooperation and development* 27 (1-2).

The paper illustrates aspects of technology training for teacher educators that work outside schools or colleges. The findings include aspects such as technology training activities, content, and impact evaluation. These findings give stakeholders a starting point for designing and implementing technology training for ALL teacher educators. The implication of the findings is that there is increasing interest in technology training for teacher educators who work in colleges or schools.

Mwadzaangati, L. & Kazima, M. (2021). Self-regulation strategies used by female student teachers in primary mathematics teacher education. In M. Qhobela, M. Ntsohi & L.G. Mohafa (Eds.) *Proceedings of the Southern African Association for Research in Mathematics, Science and Technology Education* (pp94-109), 12-15 January 2021, National University of Lesotho.

The paper explored self-regulation strategies used by female student-teachers to enhance their learning of mathematics, and the support they require to boost the effectiveness of the strategies. The findings were the most common self-regulation strategies by the female student-teachers are group discussions, individual practice and asking other students for assistance. The of this finding is that increasing female participation in mathematics should go beyond increasing numbers of females in teacher education institutions but also include support for their self-regulation learning.

Kazima, M., Jakobsen, A., Mosvold, R., Bjuland, R., Fauskanger, F., & Helgevold, N. (2020). Changing Malawian primary teachers' views on teaching and learning Mathematics through Lesson Study. *Paper presented at the World association of Lesson Study (WALS) Conference, 2-4 December 2020. San Francisco, USA*

The paper investigated how lesson study can contribute to changing teachers' views of mathematics teaching from teacher-centred to learner-centered. The finding was that

participating in mathematics lesson study afforded teachers to experience how children learn mathematics, and opened up their views about teaching mathematics and the implication was that lesson study can be an effective form of professional development for mathematics teachers

Kazima, M., & Jakobsen, A. (2019). Improving quality and capacity of mathematics teacher education in Malawi project: Collaboration between University of Stavanger and University of Malawi. In E. Kirumira, K. S. Orgeret, R. Krøvel & T. Halvorsen (Eds.), *Sharing Knowledge – Transforming Societies. The NORHED Programme*. Pp 268-282. Cape Town: African Minds.

This book chapter reports on a 5 year project that aimed at improving quality of mathematics teacher education in Malawi whose finding was that there are many achievements including capacity building of mathematics educators at University of Malawi and all public Primary Teacher Colleges in Malawi. This implies that in order to improve teaching in schools, focus should not only be on practicing teachers in schools but also on teacher educators.

Mwadzaangati, L. & Kazima, M. (2019). An exploration of teaching for understanding the problem for geometric proof development: The case of two secondary school Mathematics teachers. *African Journal of Research in Mathematics, Science and Technology Education*. DOI:10.1080/18117295.2019.1685221

The study explored mathematical work that is involved in helping students to understand geometric proof problems whose finding was that supporting students to understand geometric proof problems involves several tasks including defining key mathematical terms of the theorem and initiating activities for introducing the theorem, The implication was that using empirical exploratory approaches offer students better opportunity to understand the proof problem and enhance their ability to develop geometric proof

Fauskanger, J., Jakobsen, A. & **Kazima, M.** (2019). Malawi mathematics teacher educators' understanding of Lesson Study, *International Journal for Lesson and Learning Studies*, Vol.



8 Issue: 1, pp.48-59, <https://doi.org/10.1108/IJLLS-06-2018-0039>

The research investigated mathematics teacher educators' understanding of lesson study and how it can be used to reflect on their teaching. It was found that educators had difficulty in focusing on their own learning parallel to student teachers learning. This implies that introducing lesson study in mathematics teacher education needs time and support from lesson study experts

Kazima, M., Fauskanger, J., & Jakobsen, A. (2019). From instrumental to relational – Malawi mathematics teacher educators' research lessons. In U.T. Jankvist, M. van den Heuvel-Panhuizen, & M. Veldhuis (Eds.), *Proceedings of the Eleventh Congress of the European Society for Research in Mathematics Education* (pp. 3416–3423). Utrecht, the Netherlands: Freudenthal Group & Freudenthal Institute, Utrecht University and ERME.

The paper is about the type of mathematics lessons as presented in teacher educators' lesson plans before and after intervention. The finding was that Initial lesson plans were mostly presenting instrumental type of lessons, but after intervention the revised lesson plans were presenting relational type of lessons which implied that teacher educators need support in planning research lessons for lesson study, for lessons to improve from instrumental to relational.

Kazima, M. (2019). What is proven to work in successful countries should be implemented in other countries: the case of Malawi and Zambia. In M. Graven, H. Venkat, A. Essien and P. Vale (Eds.). *Proceedings of the 43rd annual meeting of the international group for the psychology of mathematics education, Volume 1*, pages 73-78. 7-12 July, Pretoria, South Africa.

This was a plenary presentation paper that discussed the pros and cons of implementing

mathematics successful interventions from other countries. Using Malawi and Zambia as examples. The finding was that it is beneficial to learn and copy good examples from other countries. However, what is successful in one country does not necessarily succeed in another country therefore there should be caution when adapting interventions from other countries. Interventions or ideas should not be transferred wholesale, rather they should be adapted to fit the new context.

Fauskanger, J., Jakobsen, A., & **Kazima, M. (2019).** Malawi mathematics teacher educators' beliefs about mathematics, learning and teaching. Paper presented at the 27th Annual meeting of the Southern African Association for Research in Mathematics (SAARMSTE). 15-18 January 2019. Durban, South Africa.

The study was on mathematics teacher educators' beliefs about teaching and learning mathematics?the finding was that teacher educators' beliefs about teaching mathematics match learner-centered teaching of mathematics which implies that interventions to enhance capacity of teacher educators should acknowledge and address their beliefs about teaching and learning mathematics

Cherinda, M., Kesianye, S., Webb, L., El-Yacoubi, N., **Kazima, M.** and Masingila, J. (2019). Southern Africa regional presentation. In M. Graven, H. Venkat, A. Essien and P. Vale (Eds.). *Proceedings of the 43rd annual meeting of the international group for the psychology of mathematics education, Volume 1*, pages 221-242. 7-12 July, Pretoria, South Africa

The study explored mathematics education in southern Africa countries: Botswana, Malawi, Mozambique, and South Africa. The finding was that there are many similarities across the countries but also important differences in the way mathematics is taught in schools. This implies that there are many lessons for the four countries to learn from each other.



Appointment on Secondment |



Prof. Dorothy Nampota to the Malawi National Examinations Board as Acting Executive Director.

College Committees Representatives

The following are representatives of the School of Education in various Committees.

| POSITION | NAME |
|---|-----------------------------|
| Post Graduate Coordinator | Dr C. Manthalu |
| Senate | Ass. Prof. Mac Jessie Mbewe |
| Research & Publication Committee | Ms. E. Kadzamira |
| Committee on Teaching and Learning (CUTL) | Dr F. Kholowa |
| College Library | Dr F. Mtemang'ombe |
| Academic & Administrative Housing Committee | Dr S. Winiko |
| Board of Survey | Dr P. Namphande |
| HIV/AIDS | Dr A. Chiponda |
| Faculty of Humanities | Ass. Prof. A. Lipenga |
| Faculty of Social Science | Dr E. Kamchedzera |
| Faculty of Science | Dr N. Mbano |
| ICT Committee and UCE Coordinator | Mr C. Sepula |
| Ethics Committee | Dr A. Chauma |
| Editor in Chief of Malawi of Journal of Education and Development | Dr S. Chiziwa |
| Audio Visual Centre (AVC) | Dr F. Mtemang'ombe |
| Academic Planning Committee (APC) | Dr R Nyirongo |
| Editor-in-Chief - School of Education Newsletter | Dr A. Chauma |
| Coordinator - School of Education Strategic Planning Team | Prof. M. Kazima-Kishindo |
| Faculty of Law | Dr A. Chiponda |
| Teaching Practice Coordinator | Dr B. Maseko |

We wish them all the best.

Retirement and Resignation

Dr Grace Chiuye has retired.

Dr Nertha Mgala has resigned from the University of Malawi to take up a post as Open and Distance Learning (OdeL) Director at SHEEMA (Strengthening Higher Education Activities in Malawi), a project by Ministry of Education and USAID.

Return from Secondment

We welcome back **Dr Ken Ndala** and Associate professor **Dr MacJessie Mbewe** who were seconded to the Ministry of Education. We also welcome back Associate Professor Dixie Maluwa Banda who was seconded to The National Council for Higher Education. Feel at home.

Members on Study Leave |

Mr Patrick Kapito is at the University of Cape Town in South Africa pursuing a PhD in Language Education.

Mr Foster Gondwe is on PhD in Education studies specialising in information technology and teacher education at Hiroshima University in Japan.

Mr Yohane Chakasika is on Masters studies at Lovely Professional University in India.

Miss Zola Manyungwa, Staff Associate in Geography Education, will be going on study leave to pursue a Master's degree in Geography at West Virginia University in USA. She has since commenced her studies online due to COVID 19 restrictions.

Dr Lisnet Mwadzangati is at the University of Witwatersrand for a postdoctoral fellowship in Mathematics Education in South Africa.

We wish them success.

Returning from Study leave |

We welcome and congratulate the following members of staff:

Dr Bob Maseko who was studying a PhD in Science Education at Witwatersland University in South Africa.

Dr Tiffany Banda who was studying a PhD in Education and development at Witwatersland University in South Africa.

Leave of Absence

Dr Anthonie Chigeda is on leave of absence for 2 years. During the leave of absence he is working for a USA based Non-Profit Organisation called Imagineworldwide as Director for Africa Region. The organisation is implementing early grade literacy and numeracy interventions using tablet technology with specialised apps

Promotions |

2018/2019 Promotions

| NAME | RANK |
|-------------------------|-----------------|
| Dr Amos Chauma | Senior Lecturer |
| Dr Antonie Chigeda | Senior Lecturer |
| Dr Symon Chiziwa | Senior Lecturer |
| Dr Nertha Mgala | Senior Lecturer |
| Dr Chikumbutso Manthalu | Senior Lecturer |

2019/2020 Promotions

Dr Lisnet Mwadzangati Senior Lecturer

Obituary

On a sad note we announce the death of **Dr M. Salanjira** former Dean of Education who departed on 5th February 2021. May his soul rest in eternal peace.