

Making Teacher Education relevant for 21st Century Africa

Skills to support active participation in learning



The table below highlights some of the skills that you need as a teacher educator in order to model active learning approaches successfully. For each skill, tick box 1, 2 or 3.

1. Secure: I already have this knowledge/skill, and use it regularly in my practice	2. Emerging: I want to consolidate/know more about this and use more in my practice	3. Aspirational: I want to acquire this knowledge or skill and use it in my practice	
Knowledge/skill			
My knowledge of:	1	2	3
... the school curriculum for the relevant age group			
... subject teaching pedagogies			
... how to break down difficult concepts to make the subject accessible to teachers/pre-service teachers			
... which aspects of the subject that pupils and pre-service teachers find difficult and what misconceptions are likely			
... teachers/pre-service teachers as individuals, such as awareness of the knowledge and experiences that they bring			
My practice:			
Planning sessions carefully in order to ensure a productive use of time and meaningful learning			
Ensuring that all teachers/pre-service teachers have the opportunity to learn, and are challenged and supported			
Use different types of questions, for example open and closed questions, and questions that probe understanding			
Use of a variety of techniques to respond to teachers' responses, for example asking questions to support a better response or elaboration, or avoiding being demeaning or critical			
Use of a variety of teaching resources in my work with teachers/pre-service teachers			
Use of pair work or groupwork to promote dialogue and sharing ideas			
Use of different ways of organising groupwork, such as 'expert' groups or 'jigsaw' groups			
Providing opportunities for teachers/pre-service teachers to share and build on their previous experience and knowledge			
Use of a variety of techniques to check understanding during teaching sessions (assessment to support learning)			
Providing formative feedback on teachers' assignments and work that makes clear what they have done well and what they need to do to improve			

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