

Sources and Application of Professional Knowledge amongst Teacher Educators

by

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DECLARATION OF ORIGINALITY

I declare that all citations from both published and unpublished work have been acknowledged in this submission. I have fully referenced the citations in both the text and the reference list. I therefore declare that this work is my own originality.

Signature of Student

Date

ABSTRACT

In Lesotho, there are no formal opportunities for professional training of teacher educators. Consequently, the majority of teacher educators have not received a training that could equip them with professional knowledge base that is foundational to any profession. Therefore the question: what are the sources and application of professional knowledge among teacher educators appeared justifiable. Arguably, the teacher educators' professional knowledge is intricately linked to education practice. Teacher educators have to address the discrepancy between education policy and practice through the training of student teachers who, in turn, have to contribute to the quality of the Lesotho education system.

An interpretivist approach was followed in undertaking this study. Data was collected through: narratives, observations of teacher educators and analysis of the curriculum and assessment documents. The unit of analysis was eight teacher educators who are based at the National University of Lesotho's Faculty of Education. Verification of the extent to which the topic was researchable was through undertaking a pilot study with six teacher educators who were based in the department of Educational Foundations in the same faculty.

The analysis of the data revealed an immersion in the teacher educators' professional landscape provides them ample opportunities to learn from an array of experiences. They accumulated experienced-based professional knowledge relevant to their world of work as they learn to teach, construct, apply and model it in the context that is uniquely teacher education. They have learned to teach teachers mainly from existing education practices which perpetuate what already exists. They face numerous challenges; their teaching is biased towards conventional teaching techniques of a transmissive nature and to a less extent interactive techniques; construction of professional knowledge remains a complex and challenging undertaking. Opportunities to construct own teaching research-based knowledge and supervision of student research are limited.

In practice teacher educators have to rethink their pedagogy. Engaging in research adopting a "self-study" approach is unavoidable. Research will enhance their professional development and the quality of the student teachers.

Key words: constructing knowledge, episteme, learning, metalearning and metacognition, modelling knowledge, phronesis, practical knowledge, propositional knowledge, professional knowledge, student teacher, teacher educator,

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