Developing Quality Teacher Professionals: a Reflective Inquiry on the Practices and Challenges in Tanzania

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Abstract

Quality professional development is indisputably central to building, improving and sustaining the quality of teacher professionals. Focusing on experiences in Tanzania, this paper reflects on the practices and challenges of developing quality professionals in a developing country. The paper examines the trend and efforts of building and developing quality teacher professionals across time, from the colonial epoch to the post-independence era. Considering that teachers in whatever capacity, irrespective of their geographical location, are lifelong learners, the paper discusses the possible challenges and/or impediments inherent in the development of quality teacher professionals. The paper argues that developing quality education is a responsibility developing countries must shoulder to meet the demands of the global village where teacher professional development is indispensable and inescapable.

Keywords: quality teacher professionals, Tanzania, teacher professional development

1. Introduction

This paper holds the position that no professional—be it a medical doctor, lawyer, minister, or teacher—was born a professional. Professionalism in whatever area of specialisation or geographical setting is a product of education and re-education. Hence teacher professional development entails educating and re-educating a cadre for the teaching profession. Globally, governments, voluntary agencies, non-governmental organisations, and individuals commit significant resources towards building and developing teacher professionalism. Basically, the training of a professional teacher does not end with graduation from a college of teacher education. Scholars and practitioners especially in education acknowledge the fact that a teacher trainee begins his or her professional development from the point of entry to the teacher education and training programme (Cohen, Manion and Morrison, 1996). Teacher professional education is indeed a continuous process even in the post-graduation period. Succinctly, the Tanzanian *Education and Training Policy* conceives that "in-service training and re-training shall be compulsory in order to ensure teacher quality and professionalism" (United Republic of Tanzania (URT), 1995, p. 50). This paper critically discusses the challenges of building and developing quality teacher professionals in Tanzania. It draws on the established theoretical framework and the trend of practices towards building and developing quality teacher professionals to make

inferences on the practices and challenges. At some point the paper explores the measures employed to address the challenges. The resultant conclusions are based on empirical evidence.

2. Conceptualisation of Quality Teacher Professional Development

For teacher professionals to continue functioning efficiently and productively and contribute meaningfully towards quality education, they must be given training opportunities to keep them up-to-date and, hence, be able to face new professional, academic, and global society challenges. In this regard, quality teacher professional development programmes are meant to empower teachers in line with changes taking place in the world. The late Julius Kambarage Nyerere (an education icon of the philosophy and policy of Education—*Education for Self-Reliance*—in Tanzania) once said that any educational policy needs well-trained professional cadres who are continually updated for it to succeed (Nyerere 1988). Consequently, teacher professional development programmes must be geared towards keeping teachers in all capacities abreast of new professional, academic, pedagogical and global society challenges.

Much of the available literature worldwide generally acknowledges the sensitive character or lack of consensus associated with any attempt to address matters relating to quality issues in education (Sifuna & Sawamura 2010). As a result, there have been varied perspectives towards the conceptualization of quality education. It is arguable that the sensitivity and confusion in arriving at what exactly is quality in the realm of education owes much to the failure to realise quality issues in teacher education especially in countries in the South. For reasons not well-established, there is no framework to inform efforts towards a common understanding of the concept of quality education. Some of these reasons are historical, ideological, social, cultural and economic in character. This lack of consensus notwithstanding, quality issues at all levels of education depends largely on the quality of teachers. Quality teachers in schools, colleges or universities are products of quality teacher education and re-education programmes. In this respect, developing quality teacher professionals is about empowering them in affective, cognitive and psychomotor domains.

After all, developing quality teacher professionals and building their capacity is instrumental to the development of not only education but also society. As Hansen & Simonsen (2001, p. 172) state, “the development and improvement of education is dependent on the professional development of teachers”. Similarly, Ishumi (1988) in his talk with graduating students at the then Department of Education of the University of Dar es Salaam (now, School of Education) underscored the place of teachers in the society as the mother of all professions. Inevitably, developing quality teacher professionals for a quality education and society is indispensable (Komba & Nkumbi 2008). In sum, the concept of quality teacher professional development is therefore about the process that entails empowering teachers with the potential or professional qualities enough to undertake, on a regular basis, the teaching enterprise. It is a course of action destined to making teachers professionally (cognitively, affectively, pedagogically, andragogically, etc) alive.

3. Inevitable need for quality teacher professional development

Having defined the concept of quality teacher professional development as it relates to this paper, another question arises, that is what kind of cadre can help realise the objective of providing quality teaching professionals? In the context of Tanzania, this question arises because there have been complaints over the calibre of people joining teacher training colleges. For decades, colleges of teacher education throughout the country have been dumping grounds for people without basic qualifications or with questionable credentials. As Mosha (2006) states:

> Candidates aspiring for the teaching profession, especially at primary education level, are selected from mostly the academically weak candidates. Hence their grasp of the subject content is sometimes very low. Furthermore, teacher training in Colleges for Primary School Teachers places more emphasis on pedagogy than on bridging the content gaps (p. 225).

In this respect, teacher professional development programmes can help orientate such teachers to content pertinent to their subject areas of specialisation. Equally important is the fact that globalisation, which is associated with changes, calls for opportunities to update teachers on what is going on in the world and equip them with new knowledge and skills as part of quality teacher professional development. Such initiatives would help them deal with eventualities that may jeopardise the teaching enterprise. Similarly, there are new reforms and innovations in the education sector which necessitate the need for curriculum reviews or new approaches to the teaching and learning process. Reviews in the curricular bring with them new developments which must be disseminated to teachers. It is indeed logical to argue that all teacher professional development programmes are meant to accomplish a certain course of action:

> Professional development is not undertaken for its own sake; it is done with some purpose in mind. It may, for example, be linked to the introduction of a new curriculum or policy … Or it may be designed to promote change or improvement within the current curricular framework (Rogan, 2004, p. 155).

Increases in the number of unprofessionally trained people ("teachers") may well account for the urgent need of quality teacher professional development programmes. As discussed elsewhere, for quite some time now, schools and colleges have been places of individuals not professionally fit to undertake teaching. So often, the problem or fear of unemployment has pushed even non-education graduates into the teaching sector. Such people come from various fields of specialisation *inter alia* engineering, agriculture, sociology, forestry, and home economics. Similarly, expansion of education in terms of the increase in enrolment has necessitated the need for more teachers. But following poor planning, the conventional approach to teacher preparation and production has always failed to suffice the need. As a result, the

government through the Ministry of Education, Vocational and Training (MoEVT) opts for unconventional preparation of teachers, popularly known as crash programmes. Through crash programmes, a "new breed of teachers are harvested" within the shortest possible time. So often, the unconventional character takes the form of a reduction in the teacher education period. So often, time is reduced from two years to a year, six months, and sometimes just a month (see, for example, Kahinga 1976).

Last but not least, much of the available literature establishes the fact that facilities of teacher education programmes, including universities and other colleges of teacher education produce graduates who cannot deliver — incompetent graduates. The world of work or reality has issues which are new to recently or just employed teachers. The failure to produce competent graduate teachers is attributable to the fact that the teacher education curricula are not consonant with the needs in the world market. Universities and colleges of teacher education still use outdated and irrelevant curricula that are insensitive to what people need. Indeed, they are not dynamic enough to accommodate new educational reforms or innovations.

4. Practices towards Development of Teacher Professionals

4.1. The historical trend of building teacher professionals

Building the capacity of quality teacher professionals is not a new phenomenon in Tanzania. Neither did it start with the attainment of independence in December 1961. It has a long standing history dating back to the post-slave trade era. The abolition of the East African Slave Trade in the 1860s marked a new beginning in the teacher education sector in the Western Education sense, in Tanzania. For the first time ever preparation and production of teachers took its course. Teacher education programmes were a result of Christian missionary activities. Missionaries were the first architects to play a facilitatory role in the history of the development of teacher professional education. Certainly, this is the case with several different African countries on the continent especially in the sub-Saharan region. During this period, freed or ex-slaves were the first potential teacher trainees on East African soil to undertake a teacher education and training course. In his work, *The beginnings and development of Western Education in Tanganyika – the German period*, Lawuo (1982) states that:

> With a nucleus of 5 freed slaves, a school was started at Mkunazini[1] where all the pupils were trained as teachers to assist the European missionary in evangelizing their own African people (p. 51).

Ex-slave teacher trainees were trained in teachers' training schools or centres perhaps similar to colleges of teacher education today. These schools were established, owned and run by

[1] Mkunazini is located in Stone Town where the slave market and first Anglican Church are located. In 2000, Stone Town was declared a UNESCO World Heritage site.

early missionaries.

Following the formal colonial era in the 1880s, the need to educate quality teachers from the local populace was recognised by the German colonial administrators. For example, Lawuo (no date, p. 22) notes: "On 8th April 1902, the Lutherans opened a seminary for training assistant teachers at Kidia, Old Moshi, with nine prospective Chagga teachers." Although such early preparation of quality teacher professionals did not take the current form of colleges of education that we know today, it demonstrates that there was recognition of the need to build quality local teaching capacity. The initiatives under the German rule did come to a premature end following the outbreak of the First World War.

The placement of Tanganyika under the League of Nations, with Britain being the overseer responsible for its development, however, did not stifle the teacher education work started by the Germans. Although insignificant in terms of number, colleges of teacher education popularly known as training centres were established during this period:

> An almost fresh start had to be made when the first Director of Education was appointed in September 1920. For the first years of his tenure of office he was mainly concerned with training African teachers and re-opening some of the pre-war village schools. By 1945 small government teacher training centres with African staff had been opened in all but one of the eight provinces of the Territory (Rajabu 2000, p. 251).

Despite the shortcomings, the foundation of current teacher education programmes in Tanzania arguably owes much to the colonial education system. At independence, the government inherited all the teacher training facilities established during the colonial period with all their attendant problems, of course. The side-effects of such an orientation began to surface in the years following independence. The early 1960s were tough years to the newly independent state, in terms of manpower and educational infrastructure:

> It was, however, its inadequacy which was most immediately obvious. So little education had been provided that in December 1961, we had too few people with the necessary educational qualifications even to man the administration of government as it was then, much less undertake the big economic and social development work which was essential. Neither was the school population in 1961 large enough to allow for any expectation that this situation would be speedily corrected (Nyerere 1968, p. 51).

Indeed, developing teacher professionals in the teaching and/or education sector began in a rather shaky manner. By 1962, the young post-independence nation had a mere twenty-two (22) colleges of teacher education scattered all over the country to cater for a population of about six million (Knight 1966). Thus the independent government bent on building egalitarianism had an arduous task of investing in teacher education to fill the yawning gap. As a result, Tanganyika had to embark on short and long plans to launch manpower development programmes that would help

alleviate the teaching crisis. The projected capacity building for quality teacher professionals took different initiatives.

4.2. Building teacher professionals in independent Tanzania

Having inherited only a limited number of colleges of education from German and British colonial administrations, building the capacity of teacher professionals in Tanzania was an inevitable measure. The government had committed itself to increasing enrolments at all levels of education. This expansion of education, of course, had far-reaching implications for local capacity building:

> But it would be absurd for us to continue to rely on expatriate teachers to man our educational system. It is one thing to receive help in overcoming the inheritance of educational neglect; it would be another thing to imagine that this help excuses us from taking steps to fulfil our own teaching needs in the future. We must educate and train our own teachers at all levels as rapidly as possible. The Teachers' College we are opening today is one of the steps which are being taken to achieve that aim.
> It is not the only one. As you know, major new building works are in preparation at Morogoro, Marangu, Mpwapwa and Butimba, as well as smaller expansion schemes at other more junior teachers' colleges. All these developments are urgently needed and we are especially appreciative of the help which countries abroad are giving us in this field. By helping to make it possible for us to train our own teachers, donor countries are helping us to achieve major aim of eventually standing on our own feet (Nyerere, 2006, p. 8).

Building more colleges of education was one of the viable measures that were taken to ensure that schools and colleges had an ample number of teachers nationally. This was necessary because at that time the government relied mainly on expatriates:

> At the moment, most of the secondary school teachers in Tanzania are expatriates. In future it is important that more Tanzanians enter the profession to change this imbalance. In building a national consciousness, it is important that the teachers who are major moulders of an adolescent's attitudes and character should be citizens of the Nation (Eliufoo 1965, p. 9).

But doing away with expatriates has not entirely succeeded as today we have another form of expatriates in the name of volunteers, Peace Corps, and so on from developed countries. This breed of volunteer teachers mainly from the US, UK, and Japan is part of the Tanzania government's efforts to address the chronic shortage of teachers.

Also, important is Tanzania's attempt to develop quality teacher professionals in the context of 'Education for Self-Reliance' (ESR), a 'philosophy of education' adopted by Tanzania following the 1967 Arusha Declaration that embraced a socialist approach to social and economic development. Education for Self-Reliance was aimed at democratising education and accelerating

the training of teachers locally to meet the shortfalls. The situation was compounded especially in the 1970s when the government declared to implement the Universal Primary Education (UPE) by 1977. To attain this goal, the government needed at least forty thousand teachers, a mission impossible using a conventional teacher education approach with its limited capacity and manpower. As a result, the government was forced to deploy primary school leavers (barely ready, let alone competent to teach) and trained them on the job (The World Bank 1988).

Another initiative aimed at building the capacity of quality teachers involved increasing the number of student teachers in colleges of teacher education. Until the 1980s, the trend in colleges of education had been to continue increasing the number of student teachers (Buchert 1994). Today, the number of student teachers in colleges of teacher education is even higher. The task of preparing and producing teachers has been extended to other stakeholders in the name of partnership in education (United Republic of Tanzania (URT), 1995).

To alleviate the chronic shortages of teachers in schools and colleges, the government also liberalised teacher education. Training of teachers was no longer the sole responsibility of the state, or public sector. Since the liberalisation in the 1990s, several private teacher training colleges have been registered. In this burgeoning teacher training environment, the Ministry of Education is responsible for quality control and assurance as well as curriculum development. Apart from the traditional teacher training colleges, universities have been preparing teachers. Since the 1960s, the Tanzania government has largely depended upon university graduates. Before 1970, teacher education and the training of graduate teachers at this level was a responsibility of the University of East Africa (UEA), an Inter-Territorial University. As a result of government directives, virtually all universities in the country—private and public—have introduced and strengthened teacher education programmes.

5. Practices towards Quality Teacher Professional Development

Churning out quality teacher professionals does not end with graduation ceremonies. Rather, the ceremonies mark the beginning of an endless process of professional advancement and capacity building. This post-graduation process is aimed at making them more effective and efficient, so that they can live up to the expectations of the society. As it will be noted, quality teacher professional development in Tanzania is historical in perspective, dating back to colonial days (Mosha, 2004; Mahai, 2008). Current practices are merely continued and blended forms of efforts. Much of the available literature on Tanzania suggests several different initiatives or efforts that are employed to develop quality teacher professionals:

i. Creation of clusters or centres that collect teachers in the vicinity and offer them the required professional assistance,
ii. Offering open and distance learning schemes; and
iii. Consolidation and facilitation of subject associations, such as the Tanzania Historical Association and Association of Mathematics Teachers, which organise seminars,

workshops and symposia for teachers.

iv. Organising in-service training programmes through educational institutions or the Ministry of Education.

5.1. Creation of clusters and/or centres (CCCs)

The Teacher Resource Centres (TRCs) strategy is widely acknowledged as a viable approach towards quality teacher professional development. Many countries in Africa and elsewhere have adopted this approach with good results. In Tanzania, TRCs came into being in the 1970s. Initially, TRCs were attached to Colleges of Teacher Education. Later, these TRCs were established autonomously in different parts of the country. Today, virtually every ward has such a teacher resource centre. The TRCs were established to perform different functions:

i. To promote teachers' and TRC staff's professional development through seminars, workshops, short courses, and through links with colleges of teacher education;
ii. To help upgrade teachers academically;
iii. To arrange outreach INSET on behalf of/in conjunction with colleges of teacher education;
iv. To serve as a place for sharing information and innovative ideas among teachers, schools, communities and education authorities at the district, ward as well as cluster levels;
v. To provide library services for teachers of all levels as well as provide facilities for educational exhibitions and fairs;
vi. To serve as distribution centres for school instructional materials (text and reference books, exercise books and other materials);
vii. To serve as evaluation/assessment centres for school and college performance to help improve and maintain educational standards; and
viii. To serve as a meeting place for education officials (District Education Officers (DEOs), Ward Education Coordinators (WECs), head teachers, principals/headmasters) (Mushi, 2003, pp. 40-41).

These functions define and present Teacher Resource Centres as professional forums and opportunities aimed at enhancing teacher professionalism academically, ethically and pedagogically. In short, TRCs are a means through which to develop and ensure teacher quality and professionalism in Tanzania. To that effect, at least every ward has one TRC.

5.2. Open and distance learning schemes (ODLS)

The history of open and distance learning schemes in Tanzania can be traced to the 1940s. Notable ones include those which were offered by the British Tutorial College (BTC), Rapid Results College (RRC), and International Correspondence Schools (ICS) (Mahai 2008). Today, ODLs are still instrumental in efforts geared towards enhancing quality teacher professionalism. Besides several other efforts, the contribution of two important institutions—the Institute of Adult

Education (IAE) and the Open University of Tanzania (OUT)—has been crucial in the country's teacher professional development. For decades, the IAE was a reliable and dependable route for all teachers in the country who wanted to upgrade and develop professionally. Through correspondence, IAE organised and managed distance learning programmes for teachers in and outside Dar es Salaam (the headquarters). The Open University of Tanzania, established in the 1990s, has also been offering ODLs to teachers in the country. Through OUT, teachers and tutors in schools and colleges, respectively, have been able to upgrade professionally within their work and social environment (Mnyanyi & Mbwette 2009). Recently, OUT in collaboration with the Ministry of Education and Vocational Training undertook a programme of upgrading certificate or licensed primary and secondary education teachers to the Diploma or Bachelor degree in Education level (Abdallah 2007).

5.3. Academic subject or professional associations (ASorPA)

Subject associations have been playing a very significant role towards enhancing quality teacher professional development. So far, academic subject associations have been instrumental in promoting quality teacher professional development amongst cadres teaching the same discipline. Amongst them, the popular academic subject or professional associations include first, Chama cha Kitaaluma Cha Walimu Tanzania[2] (CHAKIWATA). Of particular importance is the central role played by CHAKIWATA in teacher professional development. Its objectives in relation to teacher professional development include:

i. It produces different publications and documents which aim at educating and updating teachers on various matters related to teacher professionalism.
ii. It organises various seminars; and promotes teachers professionally.

(Jamhuri ya Muungano wa Tanzania[3], 1990).

Second, the Mathematical Association of Tanzania/Chama cha Hisabati Tanzania (MAT/CHAHITA) dates back to the 1960s. Since its inception MAT/CHAHITA has been concerned with improvements in the teaching of Mathematics and its applications. Other associations with professional development missions include the Historical Association of Tanzania (HAT), Tanzania Chemistry Society, and the Geographical Association of Tanzania (GAT). The list is not exhaustive, as there are several other professional associations. Membership to these academic subject associations usually embraces teachers from schools to the university level.

5.4. In-service training programmes (INSET)

Several INSET programmes have been launched in the country to build and improve the

[2] Tanzania Professional Teachers Association
[3] It is a Kiswahili noun phrase for the United Republic of Tanzania

quality of teacher professionals in educational institutions, primarily using academic members of staff or teachers at their disposal. In-service training programmes take different forms. These include generating more opportunities for further studies, reviewing educational curricula, and conducting workshops. At the university level these workshops cover research methods, pedagogy, writing skills, project writing and computer literacy. At the school level, in-service training for school teachers operates at three levels: "[a] the management of schools (heads, senior teachers, etc), [b] the upgrading of the most poorly qualified teachers, and [c] the opportunity for all teachers to undergo continuing professional development to regularly upgrade their skills" (Towse, Kent, Osaki, & Kirua 2002, p. 650).

In-service training programmes for teachers strive to equip teachers with appropriate and relevant new skills and knowledge that can enable them to cope with development changes in general and curricula changes in particular. Consider, for example, the following experience:

> Before implementation of PEDP[4] teaching in primary schools in the country was faced with lack of teachers, resources including teaching and learning materials. This situation led teachers to resort to methods which denied pupils the required teacher-pupil interaction. Under the new reforms the situation is addressed by providing in-service training of teachers in skills which involve pupil participation (Sekwao, 2004, p. 15)

As a matter of evidence, some of these in-service training programmes include those which involved teachers in the primary education sector. For example, by 2000 several different in-service courses had been run throughout the country (See, for example, Chediel, Sekwao and Kirumba, 2000). More specifically, the programmes included a three month course for professional development of primary school teachers in mathematics, language and science; one year Agriculture Science course for primary school teachers; and a one year Domestic Science Certificate course for female teachers. Others included a three month programme for the professional development of tutors in teachers' colleges; one year and a half year course for pre-primary education teachers; and a one year and a half year special education certificate course.

6. Challenges towards Quality Teacher Professional Development

Challenges towards quality teacher professional development in Tanzania are varied in nature and character:

[4] PEDP stands for the Primary Education Development Programme. The government, through the Ministry of Education, launched PEDP in 2001. PEDP was a response to the Millennium Development Goal (MDG) number two that advocates quality basic education for every child by 2015. Amongst others, PEDP aimed at an equitable access to a good quality primary education for all children in Tanzania.

6.1. The disdained responsibility

There appears to be a lack of clarity about the sole responsibility for the development of quality teachers professionally. For decades now, this has remained a paradox. More specifically, the puzzle revolves around the question of under whose responsibility should teachers' professional development fall.

i. Is it the responsibility of an institution (school or college) where teachers accomplish and practice their professional obligations? Or;
ii. Is it an individual teacher who is responsible for his or her own professional development? Or;
iii. Is it the central or local government that is responsible for teachers' professional development? Or;
iv. Is it the community in which teachers accomplish and practice their professional obligations that is responsible for the development of teachers professionally? Or;
v. Is it a shared responsibility?

These questions do not have straightforward answers. Although it acknowledges the importance of in-service training and retraining, the education and training policy is silent on the parties responsible for such training in the public or (worse still) the private sector.

6.2. Poor teacher's motivation

Teachers' motivation is the most important of all factors. However, either unwittingly or intentionally the education system in Tanzania has generally ended up creating a poor motivating environment for teachers when it comes to professional development programmes. Mildly put, teachers' intrinsic drive towards self-improvement cannot be induced by any amount of pressure from educational managers. Meaningful teacher professional development relies on individual teachers to perceive this drive positively. A teacher has to see and accept the need to grow professionally. After all, a teacher who perceives professional development positively is eager to attain new knowledge, skills, attitudes, values, and dispositions. Within such dispositions there is pride, self-esteem, team spirit, commitment, drive, adventure, creativity, and vision. These attributes are associated with teaching professionalism (Mosha 2006). Indeed, teachers' perception depends on self-evaluation, the influence and support of school leadership, and school culture.

6.3. Time and scheduling constraints

Time is one of the major barriers repeatedly mentioned in most of the organised professional development programmes due to competing work priorities and duties. Usually, such programmes have been dogged by insufficient time for planning for and learning new approaches and interventions. Not surprisingly, professional development has been occurring inconveniently. More often than not, it does not happen as scheduled. As a result, some teachers have to abandon

their obligations and embrace Professional Development programmes organised in a rushed manner and rather haphazardly. This shoddy arrangement compels teachers to feel overwhelmed by the pressures of high expectations and the always "one more thing" to learn orientation. Sometimes short educational activities are favoured due to time constraints. Eventually, this has an impact on efficiency and the effective acquisition of the required knowledge and skills by the trainees. More significantly, professional women teachers fail to attend Professional Development programmes due to family obligations, or the prohibitive long distance of travel when the training is conducted in far away centres.

6.4. Lack of organisational support

Institutional management is not always supportive and, sometimes, lacks the expertise to properly manage Professional Development Programmes. Moreover, Professional Development Programme requests have been poorly handled. For example, sometimes release letters for teachers to attend the Professional Development Programmes have been granted when the candidates were already time-barred. The vision to see the benefits associated with effective staff development is usually absent because the organisational culture does not encourage effective staff development strategies. However, management support is crucial in promoting quality teacher development, which would in turn facilitate the emergence and sustenance of high quality education. If school managers are empowered, they can play their social and technical roles more efficiently (Mosha 2006). Management capacity is the ability of the leadership to perform its duties including supporting Teacher Professional Development. This ability depends on the extent to which education administrators and supervisors have been empowered, the available human and physical resources, managerial knowledge, the skills of the head teacher, and the school's culture.

6.5. Widespread moral problems related to teachers

Much of the available literature acknowledges the ethical character of teaching and/or education. Today, however, there is evidence of widespread professional misconduct among teachers in virtually all institutions of education in Tanzania, from primary schools to institutions of higher learning (Anangisye & Barrett 2005; Betweli 2010). Teachers generally fail to live up to the highest moral standards of their profession. They do not do what is expected of them as professionals by the society. No matter how competent one might be, failure to lead ethical lives taints the image of the teaching profession and undermines teacher professional development programmes. Unfortunately, for reasons yet to be established, re-education of teachers on the ethical nature and character of the teaching enterprise appears on the last item on the agenda of most teacher professional development programmes. Hence, there is an urgent need to integrate an ethical dimension in all quality teacher professional development programmes.

6.6. Threat of HIV/AIDS pandemic

HIV/AIDS is not only a threat to initiatives aimed at building the capacity of quality teaching

professionals but also teacher professional development programmes. For decades now, "teachers are often mentioned as one of the main casualties of the epidemic" (King 2000, p.9). Virtually, all countries especially in Africa suffer from the HIV/AIDS consequences:

> There are now clear indications that HIV and AIDS is already affecting pupils' enrolment, teachers' recruitment, education costs and system management, with a negative impact on the demand, supply and quality of education. HIV and AIDS is therefore a major threat to the progress which we are striving towards universal primary education, because it reduces the number of teachers through HIV related deaths by nearly two teachers every month in each of our 120 Districts. It is also retarding teaching and learning efficiency of affected and infected teachers and pupils (Mungai, 2003, p.18).

Reports on the pandemic indicate that the disease has serious short-term and long-term implications. After all, "Reports indicate that thousands of teachers are dying of HIV/AIDS" (Paschal 2003, p. 2). As a result, the initiatives towards teacher professional development are retarded. The pandemic has the following implications for teachers who have the qualifications to participate in teacher professional development programmes: (i) increased illness and deaths among teachers and other educational personnel will deprive the education sector of the badly needed skilled manpower; (ii) increased illness and deaths among students, academicians and supporting staff in higher institutions of learning deprive the country of intellectuals; and (iii) increased losses of teachers through AIDS-related deaths will affect various efficiency indicators in the education sector, such as teaching load, teacher-pupil ratio, retention, attendance and enrolment (URT 2003).

6.7. Inadequate opportunities

As discussed elsewhere, quality teacher professional development is, amongst others, central to the production of quality teachers and education. Every teacher has the responsibility and obligation to deliver quality education. In this respect, every worthy teacher has a right to quality teacher professional development. However, despite its contribution to the development and sustainability of quality in the education sector, there is evidence of inadequate opportunities to access and participate in teacher professional development programmes. The problem is common in virtually all developing countries. Like other countries (Dyer, et al. 2004), quality teacher professional development programmes in Tanzania are not provided for all qualified teachers. Opportunities to access and participate in quality teacher professional development are rare or not there at all (Meena 2009; Koda 2008; Kaponda 2007). Very succinctly, Koda (2008, p. 3) states that "in Tanzania, many primary school teachers may teach for more than fifteen years without any opportunity to improve their knowledge through any in-service training for various reasons". It must be noted that this problem is not only limited to the primary education sector. Despite slight differences, the problem is felt across all sectors of education.

7. Attempted measures to redress the perceived challenges

Several measures are devised to redress the foregoing challenges. To begin with, in 1995 the government launched an *Education and Training Policy*. In particular, the policy emphasizes and prioritizes teacher professional development for all teachers. However, the problem is how to make the policy practical; and a framework for Quality Teacher Professional Development. Second, scholars and technocrats globally acknowledge the wide use of mentorship in quality teacher professional development (Mosha 2004). The process involves a professional developmental relationship between a more experienced teacher to provide both newly qualified and experienced ones with knowledge, values and skills. Mentorship is now a norm destined to all levels of education, although in universities the state of the art seems viable. For example, at the University of Dar es Salaam, there is a clear policy that advocates the idea of attaching junior staff to the senior ones in accomplishing the university core functions ―teaching, research and consultancy services. Tutorial Assistants (TAs), Assistant Lecturers (ALs) and Lecturers are attached to senior lecturers and professors. Basically, mentorship aims at supporting the young academics to develop professionally.

Third, distance education is to some extent and increasingly becoming an equally popular means and panacea to the challenges. The Open University of Tanzania and Institute of Adult Education have at different times created opportunities for teachers to develop professionally. Teachers' access to and participation in professional developments through distance education is actually an initiative by both individuals and the government. As a matter of evidence, in 2008, the government through the Ministry of Education sponsored about 850 licensed teachers at the Open University of Tanzania (URT 2008). Fourth, the government is much concerned with the challenge of the HIV/AIDS pandemic in teacher professional development. Several re-education programmes regarding education and training in HIV/AIDS are undertaken by the Ministry of Education, taking different forms. In 2008, about 105 teacher educators from 33 colleges of teacher education owned by the government were re-educated (URT 2008). Last but not least, efforts to address the challenges are undertaken by the government. For example, in the budget speech for the financial year 2008/2009, the education minister indicated that 4000 Grade B/C teachers were upgraded to Grade A through distance education; 102 teacher educators were re-educated in a problem solving based approach; and 80 teacher educators were re-educated in on-line teaching and learning (URT 2009).

8. Conclusions

In this final section, the author wishes to conclude as follows. First, amid global challenges that have a lasting impact on the local teacher education sector, the development of quality teacher professionals in Tanzania is more crucial and indispensable today than ever before. Like other countries, Tanzania is not an island. As Gutek (2006) indicates, the country is affected by events taking place elsewhere in the world. In this respect, quality teacher professional

development programmes help practising teachers to update and familiarise themselves with new developments in education in terms of pedagogy, theories, and content. This is very important because teachers need to be acquainted with new developments to be able to prepare students who can function and succeed in an increasingly globalised world. Second, as the number of teachers who are products of the fire-brigade teacher training crash programmes remains high in Tanzania, there is a danger of low internal efficiency that could frustrate students' achievement. In this respect, the development of quality teacher professionals can help to redress the situation. Such a category of teachers can be made reliable, dependable and instrumental in the education system through well-organised frequent quality teacher professional development programmes. Third, there is a significant relationship between teacher professional development and quality improvement in education (Koda 2008). Quality teacher professional development might serve as a panacea to poor quality education in schools, colleges and universities. To that effect, two essential conditions must be met: i) all school, college and university teachers must be given opportunities to participate in quality teacher professional development; and ii) teacher professional development schemes must be organized according to teacher professional needs.

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