



## Centre for Mathematics, Science and Technology Education in Africa (CEMASTE A)

### Research & Development Knowledge Management (R&DKM)

#### Introduction

The CEMASTE A strategic plan specifies that in addition to conducting Teacher Professional Development, CEMASTE A needs to engage in research and research related activities such as organizing conferences and symposia and presenting papers in conferences. Research is important to CEMASTE A programmes as it provides evidence that informs its programmes, activities and drives its mission ‘*to transform teaching by continuously developing competences for effective curriculum delivery and improved quality of education*’. As staff develops their research reports, they also have opportunity to write research papers for presentation in conferences and symposia as well as for publication.

R&D KM presented a research report at a Symposium organized by the Centre for Leadership & Diversity (CLD) at Ontario Institute for Studies in Education (OISE), University of Toronto. The virtual symposium whose theme was *School Leadership Development and Preparation Within the African Context*, was held on March 30, 2022. The presentation was in honor of an invitation to CEMASTE A by CLD.

The virtual symposium presented CEMASTE A staff with an opportunity to learn from various conference presentations pertinent issues on teacher professional development based on international experiences. Further, it enhanced CEMASTE A’s visibility internationally, as the presentation focused on current undertaking by CEMASTE A of strengthening teachers’ capabilities to support continuity of learning during the Covid-19 pandemic. Further, it provided opportunity to fulfill Teacher Performance Appraisal Development requirement by TSC.

**Paper Title:** CEMASTE A’s Experiences on STEM Model School Leadership Development and Preparation

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#### **Abstract**

The Centre for Mathematics, Science and Technology Education in Africa (CEMASTE A) is mandated by the Ministry of Education, Kenya to provide continuous professional development of teachers in STEM education. One way that CEMASTE A has implemented the mandate is supporting the establishment of STEM Model Schools. This session shares CEMASTE A’s experiences of nurturing STEM culture within the STEM Model Schools context. The session deliberates on strategies and activities adapted by CEMASTE A aimed at supporting school leaders to transform established STEM Model Schools in to Inclusive STEM Model School (ISMS). The discussion draws on research on establishment of STEM Model Schools and lessons learnt based on experiences shared by STEM Model Schools Principals.

**Key words:** Inclusive, STEM Model Schools, Professional development.

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# Photo Excerpts

