


Spring 2018

Expectations of Teacher Trainers: To Inspire or Not To Inspire The Case of a Mozambican Institute

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Expectations of Teacher Trainers: To Inspire or Not To Inspire

The Case of a Mozambican Institute

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SIT Graduate Institute PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

May 12, 2018

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Acknowledgements

The present capstone paper and the entire reflective practice phase would have not been possible without the help and support of many people. However, I made it through mostly thanks to the support of three people. My mother, Cristina Fantacci and my father, Marco Cellini, who has supported me every day of my 27 months of Peace Corps service and encouraged me to continue even when I wanted to give up, and my advisor, Dr. Karla Sarr, who has had an incredible patience with me and never gave up believing in my potential, as well as making all my written products possible. Next, I want to thank my many practicum cohort colleagues that have provided feedback and suggestions to my papers in the past two years. Then I would like to thank my Peace Corps family, specifically those in Cabo Delgado who have tolerated and supported me emotionally throughout my entire service. Isabella Fabens receives an individual thank you for having helped me overcome my fear of writing literature reviews. It took me over six months to write a literature review, and I finally did it thanks to her help over just one weekend.

Thank you to everyone that has in some way supported me and encouraged me throughout this entire Peace Corps/Masters process. I am eternally grateful.

“Estamos Juntos”

(Portuguese for: we are together)

- Francesca Cellini

TABLE OF CONTENTS

Abstract	1
Introduction	2
Brief Historical Background of Mozambique and How IFPs Came to Exist.....	4
Mozambican Education System.....	7
About the IFP.....	10
How the teaching position is viewed in the Mozambican Society.....	12
Literature Review	13
Research Design and Data Collection Methods	17
Data Analysis	21
Questionnaire.....	22
Focus Groups.....	23
Limitations.....	23
Presentation and Analysis of Data	25
Importance of teachers.....	25
The roles, expectations, and characteristics of teachers.....	26
Factors impacting performance.....	32
The situation at the IFP.....	35
Participants' suggestions for better practice within the IFP.....	40
Discussion	44
The Ideal Teacher Trainer.....	45
Suggestions.....	45
Conclusion & Recommendations for Future Research.....	46
References	48
Appendix A: Map of Mozambique.....	52
Appendix B: Questionnaire.....	53
Appendix C: Focus Group Questions.....	62
Appendix D: Participant Informed Consent Form.....	63

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

List of Tables

Table 1: Structure of the Mozambican education system.....	8
Table 2: Primary Education Enrolment Rates.....	9
Table 3: Secondary Education Enrolment Rates.....	9
Table 4: Research Participants.....	18
Table 5: Participants' Pseudonyms.....	19
Table 6: Questionnaire Part I Results, Role of Teachers.....	26
Table 7: Questionnaire Part I Results, Expectations of Teachers.....	27
Table 8: Questionnaire Part I Results, Factors of Motivation.....	33
Table 9: Questionnaire Part II (Teacher Trainers) Results, Expectations.....	35

List of Abbreviations

CFPP: <i>Centro de Formação de Professores Primários</i> (Primary Teachers Training Center)
FRELIMO: <i>Frente de Libertação de Moçambique</i> (Mozambique's Liberation Front)
IFP: <i>Instituto de Formação de Professores</i> (Teacher training Institute)
IMAP: <i>Instituto do Magistério Primario</i> (Institutes of Primary Teaching)
INDE: <i>Instituto Nacional do Desenvolvimento da Educação</i> (National Institute of Education Development)
MINEDH: <i>Ministério da Educação e Desenvolvimento Humano</i> (Ministry of Education and Human Development)
RENAMO: <i>Resistência Nacional Moçambicana</i> (Mozambican National Resistance)
SIT: School for International Training

ABSTRACT

Institutos de Formacao de Professores (IFP, Teacher Training Institutes) are institutes that train future primary school teachers in Mozambique. By attending IFPs, individuals learn how to become quality teachers. Most IFP students, also referred to as trainees, look up to their teacher trainers as role models for their future task of being teachers. It follows that they would expect trainers to embody and demonstrate the qualities of a good, quality teacher. The aim of this study is to understand what is expected of teacher trainers from society, trainees, and the trainers themselves. To do so, this mixed-methods study will present data collected through questionnaires and focus group discussions conducted at one of the IFPs present in Mozambique. The participants selected to participate in this study were four teacher trainers (out of 31), and twelve trainees (out of 228). The findings of this study indicate that the participants believe teachers are important for both an individual's education and for their country's growth. A teacher's role is to be a positive model, be exemplary and a mediator of knowledge in front of students. The findings suggest that it is no different for teacher trainers at the IFP, where both trainees and trainers express expectations that trainers prepare individuals to become quality teachers. The data indicate that at the IFP there are both positive and negative models, and that there is a need for strategies to foster a more valuable learning community as well as greater resource allocation. The present study contributes to the teacher training literature by providing important insights about the current situation of one teacher training institute in Mozambique. This capstone could also serve as a starting point for reflections on the role and importance of teacher trainers and their institutions, in general.

Introduction

Education is one of the main pillars of society (Zahra, 2013), and teachers are the main promoters of education. In a 2017 study based in Pakistan called *Effectiveness of University Teachers Training Modules*, authors Sarwar, Hussain, and Shah state that the “role of teacher is the most important component in education system [and a] well-motivated and well-trained teacher is an essential feature for the development of a nation in its entirety” (p. 2). The immense role that teachers play in society is undeniable. Teachers are present in the life of a person starting at an early age and preparing us for life; they teach us many things, from drawing a house to calculating the area of a pyramid; they teach us moral values and how to be good citizens. It is therefore important to have quality teachers, and preparing quality teachers is a global concern as nations look at education to ameliorate social ills, and advance social building (Buchberger et al., 2000; International Alliance of Leading Education Institutes, 2008; US Department of Education, 2011). But who is preparing these quality teachers?

For two years, I had the privilege of taking on this role. During my service as a Peace Corps volunteer, my primary project was to be an English teacher trainer at an *Instituto de Formação de Professores (IFP)* in Mozambique. IFPs are Teacher Training Institutes that prepare individuals to become primary school teachers. Teacher trainers have an essential role at a school like this not only because they are training their students to become teachers, but also because they serve the double role as role models to their students who look up to their trainers as examples of good practice. This means that students are likely to mirror their behaviors and actions in their future teaching careers. As indicated in a study conducted by Timmerman (2009) called *Teacher Educators Modeling Their Teachers?* the impact of teachers is significant in the process of individuals becoming future teachers and in developing their own teaching styles. I

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

have become passionate about this idea of teacher trainers serving as role models because, as a teacher, every day I had to remember that students looked to me as an example, and the last thing I wanted to do was to be a negative role model. At the same time, I would see some of my Mozambican colleagues' behaviors and wonder why they would display certain behaviors (such as being late for class) in front of students, which did not reflect what they taught in class. These observations suggested an inconsistency between trainers in their behavior, attitude, teaching style and methodology. The implications for these inconsistent behaviors seems to be that it is difficult for students to understand what a good, quality teacher should be like. This disconnect is the focus of this present mixed-methods Independent Practitioner Inquiry Capstone (IPIC) paper.

But before I could even delve deeper into this concept, I needed to understand how teacher trainers and students perceive ideal teachers (trainers) and what they expect from them. What do trainees expect from their trainers? What model are trainers trying to portray? Are they applying the model that they are teaching and want their students to become, as future teachers? What is standing in the way of teacher trainers to be effective and positive role models? All of these questions and reflections led me to my research question: *What are the expectations of a teacher trainer at an Instituto de Formação de Professores (IFP)?*

The purpose of this paper is to explore the significance of teachers as role models for their students, specifically for students who are going to become teachers themselves, and understand what might be the characteristics and expectations of teacher trainers. To acquire a better understanding of this, and answer these questions, I have reviewed existing literature and conducted a small-scale mixed-methods research study. With the present study I expect to add to the literature of teacher training in the Mozambican context. The findings of this study indicate that the participants believe teachers are important for both an individual's education and for

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

their country's growth. A teacher's role is to be a positive model, be exemplary and a mediator of knowledge in front of students. The findings suggest that it is no different for teacher trainers at the IFP, where both trainees and trainers express expectations that trainers prepare individuals to become quality teachers. The data indicate that at the IFP there are both positive and negative models, and that there is a need for strategies to foster a more valuable learning community as well as greater resource allocation.

In the following pages I will present a brief historical background about Mozambique and its education system, so that it is easier to understand the context in which IFPs have come to exist. Then I will review some of the existing literature on the topic. After providing background information, I will describe the research methods used, how I went about analyzing the data collected, and finally present the findings of my study. The last section of the paper draws together the main arguments in a series of conclusions.

Brief Historical Background of Mozambique and How IFPs Came to Exist

It is important to know a little bit of Mozambique's history because it gives context to understanding the background of the IFPs and their present-day significance. Understanding the history of a country can help to understand its current situations. After introducing the background history of the nation and the development of the education system, I will explain how IFPs came to exist and what the current education structure is.

Mozambique was a Portuguese colony for about 500 years. It only gained its independence on June 25th of 1975 after the *Frente de Libertação de Moçambique* (FRELIMO, Mozambique's Liberation Front) was formed and fought for 10 years against the Portuguese colonial rule (Lambert, 2017). Unfortunately, soon after independence, Mozambique descended

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

into civil war between the governing party of FRELIMO and the new rebel movement called *Resistência Nacional Moçambicana* (RENAMO, Mozambican National Resistance).

Mozambique lost about 1 million people during the civil war, 1.7 million fled the country, and many more were internally displaced (US Department of State, 2017). The civil war finally ended with a peace agreement between the two parties in 1992 (Lambert, 2017). The independence of Mozambique as a nation is therefore still very recent and in rapid development. Due to the many years of turbulence, a great deal of industries and services needed to be entirely rebuilt (Visser, Visser, Amirault, & Simonson, 2012). To further complicate the task ahead, after all the years of war, the country also suffered from a couple of years of severe flooding and cyclones, and then another year of severe drought (Lambert, 2017).

In the rebuilding of the country after independence, not only did the Mozambican Government have to rebuild an underdeveloped country with an unbalanced economy, but it also needed to take over the education system and build many new schools (Johnston, 1984). During colonial times, education was designed mainly for the benefit of the colonists, and only few Mozambicans were able to advance in the existing education system. The vast majority of trained and skilled workers were either foreigners or Portuguese settlers, and with the advent of independence these workers quickly left the country (Johnston, 1984).

In a recent report on the situation of teachers in Mozambique, the Ministry of Education and Human Development (MINEDH, 2017) states that since independence the Mozambican Government “regards education as a fundamental right of every citizen, an instrument for the formation and integration of the individual in society, as well as an indispensable factor for the continuation of the construction of a society and the fight against poverty¹” (p. v). This emphasis

¹ All quotes and many formal names (aside from the Literature Review and Research Methods section) were originally in Portuguese and have been translated by the author.

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

towards education resulted in a massive increase of Mozambicans enrolling into school, from 671,617 enrollments in 1975 to 1,276,500 in 1976 (MINEDH, 2017, p. 45). As mentioned earlier, most of the trained workers, which also included teachers, left Mozambique. The demand and need for teachers became high but the country was left with an insufficient number of qualified teachers. As a solution to this situation it was necessary to hire as teachers many individuals who had low level of schooling and no teacher training (MINEDH, 2017).

This increased the need for teachers also led to the need for a national training system in order to feed the pipeline. While during colonial years there were schools for the training of primary school teachers, but they were extinguished soon after independence (MINEDH, 2017). Post-independence, new teacher training institutes were created to contribute to the country's efforts to improve the quality of education in primary schools in the country (INDE, 2012), as well as responding to the high demand of teachers and lack of trained teachers. As MINEDH (2017) mentions in its report, "the quality of teacher education is one of the key factors for improving the quality of teaching" (p. 26). To meet this expectation, since 1975, Mozambique has created and remodeled facilities for the teacher training many times. Starting with the first 10 institutes that were called *Centros de Formação de Professores Primários* (CFPP, in English: Primary Teachers Training Center) that consisted of one year of training for individuals with a 6th grade education entry level. From 1977 to 1991, these institutes added on a second year of training. It was clarified that those who entered with a 6th grade level could then teach in primary schools, and those entering with 9th grade level could teach in secondary schools. With the increase of people attending school as well as completing higher grades, the teacher training institutes subsequently changed the entry level to their programs as well. The institutes were now called *Institutos do Magistério Primário* (IMAP, in English: Institutes of Primary Teaching) and

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

assumed the model of 10+2, which means that an individual can enter having completed 10th grade and will receive two years of training (MINEDH, 2017).

Eventually, with an increase of secondary schools, many teachers went from teaching at primary to secondary schools. With a sudden lack of primary school teachers and still a high presence of non-trained teachers, MINED decided in 2007 to replace the previous model with a new teacher training model, the *Institutos de Formação de Professores* (IFP, Teacher Training Institute), that trained teachers for primary schools and the first cycle of secondary schools. This IFP model trains teachers for both primary school and for the first cycle of secondary school; 10th grade entry level plus 1 year of training is needed for prospective primary school teachers, and 12th grade entry level plus 1 year of training for secondary school teachers (MINEDH, 2017).

According to the MINEDH (2017), “Aware that the 10th grade class plus one year [model] does not provide the teacher with a solid training to ensure quality teaching, MINED has introduced, in 2012, [as pilot program], the 10th grade training curriculum plus 3 years [10+3]” (p. 48). Today there are 35 IFPs, six that follow the 10+3 model, and the rest following the 10+1 model. However, during the 2017 academic year, the Ministry of Education proposed a new model of 12+3 that should be implemented in 2018.

The Mozambican Education System

To better understand IFPs, their overall place in the education system, and the education requirements needed for individuals to enter the IFP, this section presents an overview of the current Mozambican education system. The following table (Table 1) shows the structure of the Mozambican education system, as presented on the MINEDH website:

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Table 1: Structure of the Mozambican education system

General Education			
Primary Education	1 st Level	1 st – 5 th grade	Compulsory Education
	2 nd Level	6 th – 7 th grade	
Secondary Education	1 st Cycle	8 th – 10 th grade	
	2 nd Cycle	11 th – 12 th grade	
Technical and Professional Education			
Elementary Level		<ul style="list-style-type: none">• Minimum requirement: 5th or 7th grade• 2 and 3 years duration	
Basic Level	Industrial	<ul style="list-style-type: none">• Minimum requirement: 7th grade• Duration of 3 years	
	Commercial		
	Agriculture		
Medium Level	Industrial		
	Commercial		
	Agriculture		
Higher Education			
Teacher Training			
Adult and Non-Formal Education			

UNESCO's "World Data on Education" (2010) presents a comprehensive description of the Mozambique's education structure. It explains that before primary education, there is the opportunity for children to attend pre-school, but it is not compulsory. From six years of age, children enter primary education, which is compulsory and has a total duration of seven years and is divided into two levels (UNESCO, 2010). The first level covers grades 1 to 5, and the second level covers grades 6 and 7. General secondary education has a total duration of five years and is divided into two cycles: the first cycle being from grades 8 to 10, and the second cycle being grades 11 and 12 (UNESCO, 2010). Students also have the option of choosing to attend either technical schools or secondary schools. Technical and professional education trains skilled workers and technicians ready for specific jobs, such as construction workers and engineers. Finally there is higher education (universities), teacher training (IFPs), and adult and

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

non-formal learning programs. It is also worth specifying that the academic year in Mozambique begins in early February and ends late November, early December.

In terms of access, the primary education net enrolment rate has steadily been increasing over the years (UNESCO, 2017). As table 2 shows, in 2008 there was an 85.24% enrollment rate, and by 2015 it increased to 89.57%. We can also see that across the years there are always slightly more males enrolled than females. The table could also demonstrate that Mozambique needs trained teachers for primary school, as attendance rates are high (almost 90% for girls and over 90% for boys).

Table 2: Primary Education Net Enrolment Rates

PRIMARY EDUCATION	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Net enrolment rate (%)										
Total	85.24	86.44	87.91	85.81	86.14	87.23	88.13	89.57	-	-
Female	82.07	83.78	85.25	83.53	83.9	84.97	86.02	87.26	-	-
Male	88.42	89.09	90.56	88.09	88.37	89.48	90.23	91.85	-	-

(UNESCO, 2017)

Table 3: Secondary Education Net Enrolment Rates

SECONDARY EDUCATION	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Net enrolment rate (%)										
Total	11.89	14.17	15.5	16.56	16.95	19.36	19.73	18.88	-	-
Female	10.88	13.21	14.62	15.98	16.54	18.94	19.5	19.05	-	-
Male	12.91	15.13	16.37	17.15	17.37	19.78	19.96	18.72	-	-

(UNESCO, 2017)

The secondary education Net enrolment rate, like for primary education, has also increased over the years, even if the percentages are significantly lower than in primary education (UNESCO, 2017). Table 3 shows that in 2008 there was a total of 11.89% enrolment rate, and it increased to 18.8% by 2015.

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Given that to enter an IFP it is required to have completed at least 10th grade, the trainees of an IFP represent individuals who have succeeded through the primary school level and have performed well in the initial or total years of the secondary system. The statistics also indicate that the country has made a significant investment in these individuals. All of these factors argue for a teacher training system that fosters success not only for the teacher trainees themselves, but especially to be able to promote the success of the young Mozambicans that the new teachers will have in the classroom.

About the IFP

During my service as a Peace Corps volunteers, I worked for one of the *Institutos de Formação de Professores (IFP)*, which follows the pilot model of 10+3. The institute is located in the northern region of Mozambique (see Appendix A for map). The IFP is a teacher-training institute that prepares individuals to become primary school teachers (grade 1 to 7).

In order to enter the IFP, individuals must have completed grade 10 of high school and must go through an admission process. The admission process entails three written tests (multiple choice) in the subjects of Portuguese, Mathematics, and English, and then the candidates are interviewed on a broader spectrum of subjects. Generally, 80 candidates are admitted, 40 females and 40 males. The general age group of students at the IFP is between 18 and 27 years old. The program's length is of three years, with the first two years being an on-campus face-to-face phase and the third year being the practicum phase. The first year is focused on learning the primary school curriculum for the various subjects. Towards the end of the first year and most of the second year, the program focuses on teaching methodologies, pedagogy and teaching itself. The third year is entirely dedicated to the practicum, where students are actually

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

teaching at primary schools within the surrounding community. Again, this briefly described curriculum model is called 10+3 (10th grade + three IFP years).

As the *Instituto Nacional do Desenvolvimento da Educação* (INDE, National Institute of Education Development, 2012) wrote in its 2012 curricular plan for the IFP 10+3, the program's objective is "to train competent professionals capable of organizing and managing complex learning situations, thus ensuring a successful education for all" (p. 7) as well as preparing teachers that are "committed to the promotion and integrated development of the skills and attitudes that enable the use of knowledge in the most diverse situations" (INDE, 2017, p. 3).

In addition, according to INDE's curricular plan (2012), a student that graduates from the IFP should incorporate and understand the following pillars of learning:

- Know how to be: "*which is to prepare the Mozambican man² in the aesthetic, spiritual and critical sense, so that he can be able to elaborate autonomous, critical thoughts and formulate his own value judgments that will be the basis of the individual decisions that he has to take, in various circumstances of the your life;*"
- Know how to know (or understand): "*which is education for the learning of sound scientific knowledge and the acquisition of instruments necessary for the understanding, interpretation and critical evaluation of social, economic, political and natural phenomena;*"
- Know how to do: "*which provides solid professional training and qualification, entrepreneurial spirit in the student / trainee, so that it adapts not only to the current productive environment, but also to the trends of transformation in the market and in society;*"

² Man is to be interpreted as "person" not the gender. In Portuguese they use "homem" (man) to refer to mankind and people in general.

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

- Know how to live together: *“which translates the ethical dimension of the integral Man, that is, morally are, who knows how to communicate with others and how to respect himself, his family and other Men of different cultures, religions, races, among others.”*

(Comité de Conselheiros, 2003, p.129)

As far as the teacher trainer's profile, MINEDH's (2017) report about the situation of teachers in Mozambique lays out four requirements that teacher trainers should possess: 1) higher education degree, 2) training in the specific area in which they will teach, 3) experience of being a primary school teacher for at least five years, and 4) be a teacher of good moral and professional conduct. In addition to this basic profile, the teacher trainer should be a “mediator of learning, having to critically fulfill the curriculum and adopt, in his professional practice, an attitude of educator, constantly training and evolving” (INDE, 2012, p.10). In this study I investigate the extent to which teacher trainers of the IFP actually fulfill the description provided by INDE.

Teachers in the Mozambican Society: Shifting Prestige of Teacher Service

In conversations with colleagues at the IFP and with Mozambican friends, I learned more about how people view teachers and their position in society. Originally, it was a highly respected position and teachers were very much in demand. However, the salary of teachers, specifically in primary school, is not substantial. Salaries in teaching range from the lowest of 4,715 meticaïs to 38,599 meticaïs per month (about \$76 to \$624), the first being primary school entry level and the second being a higher qualified position such as a teacher trainer (Frey, 2017). With the growth of Mozambican economy, there are more job opportunities but they are very competitive. Many positions require a high level of English proficiency and university-level education. These two are not easily acquired due to lack of qualified English teachers and high

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

costs of university. So many Mozambican individuals who are unable to find higher paid jobs, decide to follow a teaching career since there is always demand for teachers. Also, students who complete teacher training are usually guaranteed a teaching position at some primary school in the country. Teachers are still highly respected in the Mozambican society, but it seems that with the stabilizing of the country's development, teaching positions are not as coveted and prestigious. Further research into this changing phenomenon warrants further study beyond the scope of this present capstone paper.

As has been noted in this introductory section, Mozambique is a fairly new independent country, which is still in the process of developing and refining its education system, especially the component regarding training of future teachers. The teacher training model has been improved over the years with the intent of providing primary schools with more qualified and well-rounded teachers. In the following section I will review the existing literature on teachers as role models and point out the themes on which I decided to focus on for my study.

Literature Review

In order to situate this study and provide adequate theoretical grounding, the following paragraphs will review the existing literature surrounding teacher educators worldwide, their importance in creating quality teachers, and what is expected of them. In order to better structure my study and find information to then build more impactful data collection methodologies, I started by navigating sources found on Google, Google Scholar, and other scholarly databases provided by SIT's library website. The key terms I looked for were "teachers as role models," "teacher trainers," "effective teacher and teacher trainers," and "teacher motivation." At first I hoped to find literature based in Mozambique, but I soon realized that it was very limited, so I

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

then decided to search for literature in a more worldwide spectrum. It was challenging to find information that did not revolve solely around American institutions. Also, there are a lot of studies that look at teachers' quality, identity, effectiveness in teaching, and more, but there are few studies revolving around the teacher educators (or teacher trainers) who have trained teachers (Murray & Male, 2005). In other words, as Murray and Male (2005) argue, "teacher educators are in general an under-researched and poorly understood occupational group" (p. 68). However, I was able to find enough material to help me understand key points of my research. These being the importance of teachers, what it means and what it takes for teachers to be role models, and the challenges teachers face in their identity and career as teachers (such as lack of motivation). With the present study I hope to add valuable information to the little existing literature on teacher trainers.

Teacher educators are believed to be at the "core of good teacher education" (Vloet & van Swet, 2010, p.149) and as such their impact is of great significance. Individuals that are being trained to become teachers depend on their teacher educators to receive guidance, support, instruction, and teaching itself (Izadinia, 2014). Izadina's (2014) literature review focused on teacher educators' identity and how this is key for becoming a good teacher educator. The review suggests that programs, such as teacher education programs, should function as a learning community, which means for teachers to bring their experiences and learning to share and reflect with the whole school community (teachers and students), have supportive and professional relationships, encourage reflexive activities (self or group), and finally be involved in research. All of these factors help a teacher educator develop their identity and consequently be more of an impact in students' learning.

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

However, “identity as a teacher educator is constructed over time” (Goodwin & Kosnik, 2013, p.334). Teachers don’t automatically become good teacher educators; the transition is more like a process. In their article, Goodwin and Kosnik (2013) have discussed exactly this issue, in the American and Canadian contexts, of how teacher educators are prepared to assume this role and how they should continue to be prepared. It is important that a teacher educator does not stop learning. Lifelong learning is key for a good teacher educator. Goodwin and Kosnik (2013) argue that “learning to teach is a decision-making process that demands the constant reinvention of practice so as to responsively meet needs presented by ever-changing contexts and diverse learners” (p. 335). However, this is a difficult and demanding task. As Korthagen (2001) noted, in the chapter of *The Pedagogy of Realistic Teacher Education* about problems and challenges that teacher educators face, that teacher educators often don’t collaborate on how to improve their teaching skills and methodologies, therefore defeating the idea in the literature review presented by Izadina (2014) of the institution serving as a learning community. Many teachers, once they become teacher educators, believe that what they already know is enough. But as Goodwin and Kosnik’s (2013) study shows, knowledge needs to be reinvented in order to remain relevant, and teachers can only do this if they are committed to change.

All of this research of teacher educator identity can help provide a better understanding of how teacher educators influence students, or how they might serve as positive role models. In an article written by a Dutch writer, Sanderse (2013) reviews existing literature about teachers acting as role models and as promoters of morality, and he states that teachers are role models to their students and society. In another qualitative study by Timmerman (2009) about the impact of teacher role models as part of the socialization process of becoming a teacher, also conducted in

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

the Netherlands, it is stated that a “teacher educator is always also a teacher, and as a role model may have an important impact on student teachers’ views on teaching” (p. 225).

But what does it mean to be a role model? In the same study about teachers as role models and as promoters of morality, Sanderse (2013) examines this concept of modeling using Bandura’s (1986) social learning theory that states that a lot of learning comes from observing others. If students model their teachers, that makes teachers role models. This study conducted by Sanderse presents specific virtues that teachers want to model, such as respect, justice, wisdom, and joy. As Bricheno and Thornton state in their 2007 study about whether or not children see their teachers as role models, the characteristics Sanderse presented are also similar characteristics that students admire and look for in their teacher. In the same study, Sanderse points out that teacher educators often have, in theory, good moral ideas and know what are the expectations of a teacher, but in practice many may lack the ability to “‘teach as they preach’ and ‘walk the talk’ [and] do not connect their moral ideas to their actual behavior in the classroom” (p. 38). As a role model, it is important for teacher educators to model their teachings. Students learn from their experiences in the classroom, and by observing their “role model” teacher educators. This also makes it important for teacher educators to explain to the students why and how they teach the way they do, and explain their methodology choices (Sanderse, 2013).

Most of the literature on the topic of teacher educators focuses on developed countries such as the United States, Europe, and Australia. As mentioned earlier, Mozambique is a developing country as it just gained independence from the Portuguese colonists in 1975, and it is certainly an under-researched country as well, as far teacher trainers. With the present study I aim to add to the literature of teacher training in the Mozambican context as well as provide an insight about teacher training institutions through and exploration of the current situation of one

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

institute in Mozambique. This could also serve as a starting point for a reflection for teacher trainers and their institutions in general. Mozambique is a country in constant change and growth. Since Mozambique gained independence, the education system struggled to recover and rebuild itself, so it is a fairly new system and is developing on a daily basis.

As detailed above, this literature review provided useful information and key points that informed the data collection and analyses processes of this study. Some of the key concepts and themes that I decided to use in my study were: the idea of institutes serving as a learning community with supportive and professional relationships; teachers preparedness and motivation to teach, and their constant learning; teachers personality; and finally, the relationship between theory and teaching practice. The next section provides an overview of the research methods I used to collect data for the present capstone study.

Research Design and Data Collection Methods

For this capstone research study I employed a mixed-method approach. I used Creswell and Plano Clark's (2011) explanatory sequential design, which consists of first, collecting and analyzing quantitative data, secondly, collecting and analyzing qualitative data, and finally, by interpreting both. The idea of this design is to use qualitative data to provide further explanation of the results of the quantitative data. Creswell and Plano Clark (2011) also suggest using a mixed-methods approach to draw a bigger picture than just using one method alone as one method builds on the other. In the same study, they argue that quantitative data is focused more on what the researcher wants to know, and it gives less opportunity for the participants to explain their answers; on the other hand, qualitative data, such as an interview, gives more space for the participants to express and explain their opinions and answers. In the following paragraphs I will

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

explain how my study incorporated the mixed methods approach presented by Creswell and Plano Clark, and I will describe the steps I took to collect the data.

For the quantitative part of my study, I elaborated a questionnaire (see Appendix B). Due to the exploratory nature of mixed-methods, the questionnaire main headings also served as a general guide for a series of focus group discussions that followed the completion of the questionnaire (see Appendix C). According to Kitzinger (1995) “Focus groups are a form of group interview that capitalizes on communication between research participants in order to generate data” (p. 299). I chose to conduct focus groups because, as Kitzinger (1995) also states, focus groups offer the opportunity for participants to discuss and bounce off ideas between each other. Due largely to time constraints, the sample size is limited to four teacher trainers (out of 31), four first-year students (out of 82), four second-year students (out of 76), and four third-year students (out of 70), for a total of 16 participants (see table 4).

Table 4: Research Participants

	Total Population	Total Sample Size	Females	Males
Teacher Trainers	31	4	2	2
Teacher trainees (total)	228	12	6	6
<i>1st Year Trainees</i>	82	4	2	2
<i>2nd Year Trainees</i>	76	4	2	2
<i>3rd Year Trainees</i>	70	4	2	2

The individuals were picked at random with two males and two females in each sample. I decided to have an even amount of males and females because I wanted to represent both genders equally in the study, and also because the student population of the IFP has an even amount of females and males. To randomly select participants I put numbers in a bag and

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

extracted four numbers for each group. Each trainer and student had a number assigned, and for the students I also extracted a letter (A, B, C, or D) reflecting the section they were in. After selecting the participants, I talked to each of them in person and invited them to participate in my study. All of them agreed to participate. The student participants completed the questionnaires as a group separately from the teacher trainers in order to keep their identities hidden from each other. Upon completing the questionnaire, I reviewed the answers, and then invited each group individually to participate in a focus group. In the questionnaires, identities of the respondents were intentionally kept anonymous, as they were not instructed to identify themselves by name nor gender making it impossible to link quantitative with qualitative data and also limiting possibilities for gender disaggregation of data.

In addition, for the purpose of sharing out qualitative data, in particular, I assigned pseudonyms to participants subsequent to focus groups. The following table shows how I assigned pseudonyms (respecting their actual gender) to each participant in order to cover their actual identity. As a reminder, the identity key with pseudonyms was kept with the collected data, in a secure password-protected folder.

Table 5: Participants' Pseudonyms

Teacher Trainers	1st Year Trainees	2nd Year Trainees	3rd Year Trainees
Trainer Luke	Trainee Robert	Trainee George	Trainee Ethan
Trainer Laura	Trainee Steve	Trainee Julia	Trainee Nick
Trainer Maria	Trainee Flora	Trainee Amy	Trainee Janis
Trainer Brad	Trainee Anna	Trainee Andrew	Trainee Abbigail

Each focus group met once for a total time of about one hour. The focus group followed a semi-structured approach, which allows the interviewer and the participants to discuss answers

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

of the interview questions in a more conversational manner (Cohen & Crabtree, 2006). This approach allows participants to discuss, share opinions, and bounce ideas off of each other about what the question asks. If the conversations went off topic, I needed to intervene with some follow-up questions, or bring back the conversation to the original topic. All focus groups were audio-recorded, using both my cellphone and computer. I decided to audio-record the interviews so that I could listen to them again and transcribe them to better understand the answers.

Before participants started the questionnaire, I handed out to each of them a written consent form (see Appendix D). In the consent form I described the process of my study, gave them useful information and the purpose of the study. They were informed that their identities would be kept confidential and all information collected would be kept in a safe and locked place. If they agreed to participate (which they all did), they had to sign the form and return it to me. I also gave each of them a copy to keep.

On-going open-ended participant observation and personal experience also played a great role in informing the evolution of the present study, as I lived and worked at the IFP for two years. I used the first year of my Peace Corps to learn about and integrate into the workings of the IFP and the Mozambican community and culture. It was only during the second year that I started to really investigate what was happening within the IFP. As mentioned earlier, I started realizing that some teacher trainers were not exactly representative of a positive role model. For example, some teacher trainers were late for class or did not show up at all. Some teacher trainers also accepted monetary and other forms of compensation to change grades with sometimes the trainer directly demanding such actions. It became intriguing for me to talk with other teachers and students about how effective the trainers and the institute were at fulfilling their objective of preparing quality teachers. Finally, the official data collection for my capstone

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

study occurred at the end of my service (October, November and December of 2017) I decided to collect data for my capstone study. I also started in that period so that the participants would be less afraid to share information with me. I thought they might have been skeptical to reveal certain information while I still had a lot of time left in the country, especially since I also worked as the academic director's assistant. In this way, I hoped the timing of data collection would lessen power differentials that participants might have perceived. Also, collecting data at the end of the school year (December) allowed for student participants to fully reflect on their experiences at the IFP.

Data Analysis

As mentioned earlier, this research study used a mixed-methods approach. For the first quantitative phase a total of 16 participants completed a paper questionnaire. Then, the same participants were invited to the second qualitative phase, which consisted of four separate focus group interviews in which I probed for further details and meaning within the general categories of the questionnaire. All participants completed the questionnaires as well as contributed to the focus groups. A number of preliminary codes guided initial data analysis drawing from the literature review and my own experiences. I was hoping that certain themes would emerge from both phases, such as the characteristics of a role model and teacher trainer, expectations of teacher trainers, and factors that influence teacher motivation. Another theme I was expecting to find was the importance of a well-functioning institution. In the following sections I will describe more in depth what these two phases consisted of and how I analyzed the data, and which recurring themes actually emerged.

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Questionnaire. The individual questionnaire was divided into two parts. The first part was the same for both teacher trainers and trainees, and it focused on teachers in general. In the second part, the trainers had to basically self-evaluate and reflect on themselves as teacher trainers. This part was a bit trickier because here teacher trainers had to evaluate themselves, and because it is self-reported data there may be some bias. While the trainees, instead, had to evaluate and reflect on their teacher trainers at the IFP. In other words, the first part of the questionnaire looks at teachers in general, and the second part looks at the specific case of the IFP. I wrote the questionnaire according to information found in the literature review and my ideas of what is expected from teacher trainers. The questionnaire statements focused on the roles of teachers, teachers' behaviors, teacher motivation, and the particular institution where the teacher works. Before participants started the questionnaire I read out loud and explained the instructions, and informed them that they could ask questions at any time.

At the top of the first page of the questionnaire (part I), participants were asked to indicate whether they were teacher trainers or trainees; in the case they were trainees, they also had to indicate their current year within the program. For the questionnaire data, for the sake of anonymity, I did not identify gender so it is not possible to disaggregate this data by gender. Following, participants were instructed to read the questionnaire statements to themselves and then indicate whether they strongly agree (1), agree (2), neutral (3), disagree (4), or strongly disagree (5). At the bottom of each section there was an area for open responses where participants could write any other comments they had. The responses were completely anonymous to me because participants did not provide their name or gender in the questionnaire.

After the completion of the questionnaires I performed data entry and input all the answers into an Excel spread sheet. For each question, I then entered the response into a column

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

that calculated the average response that also took into consideration the amount of participants that actually answered that question. Some participants may have marked more than one answer or just left it in blank. In both cases, I removed that participant from the data set for that specific question.

Focus Groups. For the focus group part of the study I divided participants in the following groups: 1) teacher trainers, 2) 1st year trainees, 3) 2nd year trainees, 4) 3rd year trainees. As explained earlier, each group was composed of two males and two females. Each interview lasted about one hour and its questions followed similar themes as the questionnaire. I audio-recorded the interviews so I could then re-listen and transcribe them. After transcribing the interviews, I read the transcriptions and coded for common themes and statements that stood out. The themes I was mostly looking for were those related to the expectations of teacher trainers, what characterizes a positive or negative role model, and how the institution influences teachers. Based on the themes, patterns emerged leading to the interpretation of the data into findings. As the study followed an explanatory sequential design, some responses from the focus groups affirmed or clarified results of the questionnaire, as well as adding information that was not present in the questionnaires. To the extent possible, I included citations from the interviews in the section below where I present and analyze the data.

Limitations

Like all research, limitations can always occur. In the present study, I confronted limitations due to both cultural and time constraints. My time in Mozambique as a Peace Corps volunteer was limited (2 years), and I had to collect all the data while in-country because after my service was over it would have been difficult to return to Mozambique for further data

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

collection. I collected the data for this capstone study at the end of my service during the months of October, November and December of 2017. I made this decision to allow myself enough time to understand the professional and cultural context as well as to conduct a preliminary literature review. Language was also a limitation, as the participants did not speak English; so all of the data collected was in Portuguese, their first language. Some information may have been “lost in translation” as I did not work with a translator. Rather I relied on my language skills, on dictionaries, and online translation sources.

As mentioned in the literature review section, it was difficult to find information about teacher training in Mozambique. I was really hoping to find existing literature that analyzed the situations of teacher training institutes of Mozambique. I didn’t find any, so I was “limited” to literature based from other countries such as the United States, Australia, and others of Europe. It was also difficult to find research on the expectations of teacher trainers, which is also why I decided to focus my study on this topic.

In addition, this study was limited to a small sample size of one teacher-training institute in Mozambique and therefore it is not a generalization of the entire country or all IFPs. Further research could be done to include other areas and institutions of Mozambique as well as having more participants. It definitely made it easier to work with a smaller sample size, considering that all of the participants had full schedules and it was already very challenging to find a time that worked for everyone to meet. The focus group discussion with the trainers had to be rescheduled about four times, and we finally met the second to last day of class, which was about five days before I left the country.

Finally, another limitation was not being able to link the questionnaire respondents with focus group participants and not being able to disaggregate responses by gender. It would have

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

been interesting to see the differences in answers between genders. This could be something to consider doing in further research, to be able to disaggregate responses by gender and compare the two. If I could do this study all over again, I would also try to have all (or most) students and trainers participate in the questionnaire part of the study, as well as the administration. However, I would keep the focus groups the same, and maybe conduct individual interviews with the IFP director and academic director in addition to teacher trainers.

Presentation and Analysis of Data

In this section I will present and analyze the data collected. As a reminder, the focus of my capstone study was to understand, through questionnaires and interviews with a small sample-size of teacher trainers and trainees, what is expected of a teacher trainer at an IFP. I decided to divide this section according to the main themes that stood out in both the questionnaires and the focus group discussions.

Importance of teachers

As Sarwar, Hussain, and Shah (2017) stated in their study, teachers are of extreme importance in society. Findings from both the questionnaire and the focus groups support this assertion. To begin with the results of the questionnaire statements indicated in Table 6 demonstrate that all respondents agreed or strongly agreed that teachers are important for an individual's education as well as for the country's growth. Note that the responses show slightly stronger agreement for the first statement (13 out of 15, compared to 11 of 16). It is also noteworthy to point out that in this first statement only 15 out of the 16 participants responded

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

(n=15), this may have happened due to a participant leaving this statement with no answer or giving more than one answer.

Table 6: Questionnaire Part I Results, Role of Teachers

Q	Teachers...	S. Agree 1	Agree 2	Neutral 3	Disagree 4	S. Disag. 5	n	Av
2	...are important for an individual's education.	13	2	0	0	0	15	1
3	...are fundamental to a country's growth.	11	5	0	0	0	16	1
Q= question N= 16 total participants n= number of participants that answered the question Av= average/mean								

Focus group discussions also elicited the importance of teachers when discussing their roles in the education system and their impact on students. This theme will be covered in the next section in which the expectations and characteristics of teachers will be discussed.

The roles, expectations, and characteristics of teachers

The first question of the focus group discussions allowed the participants to share their beliefs of how a teacher should be and what it means for them to be role models for their students. The answers to this question backed up and strengthened the answers presented in table 6. In response to this question, one teacher trainer said that a “teacher is a mirror in front of a child, [and] should be exemplary so that students follow the example of the teacher” (Trainer Luke, Focus Group). He argued that the teacher is the mediator of the learning process, and as such, he or she should be as an example to others. Following this response, Trainer Laura said that “the teacher must be a model,” especially in a place like an IFP where they are training future teachers. She explained that the trainer might be a good or a bad example. Either way, a trainee could replicate and do the same when he or she will be teaching. To back up her statements, Trainer Laura gave an example of herself and how she was inspired by some of her teachers, and now, as a teacher herself, she tries to adopt that teacher's style of teaching. Trainer

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Laura continued by stating that students, especially at a younger age, look at their teachers as models and try to imitate them, both in behavior and how they are dressed. As Bandura's social theory (1986) says, learning comes from observing others. In this case, whether it is a child observing their teacher or a trainee observing their teacher trainer, they are both observing and learning.

More precisely, according to the participants' questionnaire answers, several expectations of teachers stood out. The following table (7) shows the most notable responses to question items.

Table 7: Questionnaire Part I Results, Expectations of Teachers

Q	Teachers...	S. Agree 1	Agree 2	Neutral 3	Disagree 4	S. Disag. 5	n	Av
5	...should be professional.	12	4	0	0	0	16	1
6	...should be punctual for school.	13	3	0	0	0	16	1
7	...should be punctual for school related meetings and events.	11	4	0	0	0	16	1
8	...should be prepared for class (lesson plan, material, etc.).	14	1	0	1	0	16	1
13	...should constantly be updating their teaching material.	11	4	0	0	0	16	1
18	...should exemplify what they teach.	11	5	0	0	0	16	1
19	...should stay updated with new knowledge or teaching methodologies.	15	1	0	0	0	16	1
Q= question N= 16 total participants n= number of participants that answered the question Av= average/mean								

As can be seen within the table, with the exception of item 8, that a teacher "should be prepared for class" where one teacher trainer participant disagreed, all other responses indicated strong or simple agreement. In summary, responses indicated agreement that a teacher should display the following characteristics:

- be professional;
- be punctual for school and school related meetings;

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

- be prepared for class (have a lesson plan, teaching material, etc.);
- constantly update teaching materials;
- exemplify what they teach;
- stay updated with new knowledge or teaching methodologies.

Illustrations of these characteristics will be covered in the next paragraphs within participants' comments and discussions in the focus groups.

According to Trainer Maria, working with professional vocation is also key to being a role model teacher. For her, working with professional vocation means that one works for passion of the job. One cannot only work (teach) for money or material goods, a teacher must want to “work to develop the mind of that person, so that one day he can serve society regardless of the interests” (Trainer Maria, Focus Group). She implied that working without professional vocation but for material goods may spoil their actual work and its quality. Professional vocation makes a teacher more passionate and students learn with more ease and interest (Trainer Maria, Focus Group). Trainer Maria's thoughts concerning professional vocation can also be considered as a factor that impacts performance; which will be further discussed in a later theme.

All four of the trainers agreed during their focus group that a teacher doesn't only transmit scientific knowledge; they also transmit exemplary qualities such as positive attitudes, moral and ethical values and principles, integrity, respect and solidarity. These responses align with the arguments that Bricheno and Thornton make in their (2007) study that these not only are the values that teachers want to model, but also they are also what students expect from them. Trainer Laura said that in her classes, she tells her trainees that if they don't want to be or behave like a teacher at all time, they should pretend at least in front of the students. Accordingly, one

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

can be one way at home, but at school a teacher must be professional, show integrity, know how to listen, be patient, and be tolerant.

Trainer Luke also mentioned that “teachers are mediators, that is, they align what a student knows. A student may know something, but in a disorganized way. So teachers have the task of bringing an accurate definition of what the student has [previously learned]” (Focus Group). Accordingly, a teacher is a guide, an educator, and a model. Trainer Luke continued by arguing that this also means that a teacher cannot tell students to do things in a certain way and then he himself doesn’t do it. At the end of the day, students will imitate them. During the focus groups with trainees, a couple of them also agreed with this notion, for instance one trainee argued that a teacher should inspire students (Trainee Steve, Focus Group).

A common notion that arose in the focus groups with students of all years was that they feel that in order for trainees to want to follow the example of their trainers, there should be a good atmosphere in the classroom. Students should feel at ease and free to express themselves. One trainee indicated that a trainer should not threaten students but rather engage them in the learning process (Trainee George, Focus Group). Similarly, Trainee Julia said, “we [as trainees] want to be inspired by our trainers,” not be insulted, which is a problem that came up especially while talking about teacher trainers at the IFP. I will further discuss this part in the next section when talking about the specific situation at the IFP.

During the focus groups, when it came to discuss what is expected of teacher trainers, initially responses did not differ much from the general idea previously mentioned about teachers being mediators, models, and examples of positive attitudes, integrity, and respect. However, participants’ commentaries delved deeper in the matter. Trainer Luke said, “a teacher cannot be dogmatic” (Focus Group), meaning that a teacher should be open to ideas, suggestions or even

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

new knowledge. This comment supports Goodwin and Kosnik's assertions in their 2013 study in which they argued that teacher trainers cannot think that everything he or she says is always the truth. Trainer Laura said during the focus group discussion that she believes that a teacher almost functions as a parent; he/she should be honest and speak the truth without humiliating the student, with the objective of helping the person they are mentoring. The duty of a teacher trainer is to show good qualities, be humble, and form responsible citizens. According to Trainer Luke a teacher trainer should "transmit all that is science, transmit everything that is of good principles, ethics and morals, so that society is also happy, intelligent, educated, and peaceful" (Focus Group). He seems to indicate that the idea is that a teacher trainer is training future teachers who incorporate all of these values and bring these to the community where he or she will teach. In the same conversation Trainer Laura agreed and added on by saying that "a society develops from a good education" (Focus Group), and education is taught and demonstrated by good teachers, who are in turn trained by teacher trainers. These comments align with the literature as well. As Vlot and van Swet (2010) also say, good teacher education comes from teacher trainers. Society expects a teacher trainer to be a positive model and example for the trainees, so when these trainees become teachers, they will also be role models for children.

Continuing in this same vein, third-year Trainee Ethan gave a perfect summary of what is expected of teacher trainers, he said, "the goal is to see us become good teachers" (Focus Group). Society and the institute want trainers to train competent, quality teachers. Another trainee, this time a second-year trainee, Amy, agreed and added that arriving to class punctually with a lesson plan and teaching materials is another expectation of a good teacher. One of the first-year trainees explained that the duty of teacher trainers and essentially the purpose of a

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

teacher-training institute is to help trainees become well rounded primary school teachers. He stated:

The trainer has a duty to liquidate [adjust or modify] the primitive thought that the trainee brings from home, in this case, making the learner realize what are the pillars of education. [...] Here it is expected that a trainer will be able to unify the way of thinking of the trainees, as a society. Being that when they leave, when they will perform their functions [as teachers], they will also be models for society. So [...] the administration expects [the trainer] to convey some solid knowledge that can help the trainee [in his future teaching career]. (Trainee Robert, Focus Group)

Overall, the data from the focus groups indicate trainees want their trainers to transmit teaching methodologies, knowledge, and good behavior that they will use in front of their future students. In addition, the second and third-year students also talked a lot about wanting their trainers to demonstrate and give examples of what they ask their trainees to make or produce. For example, students have to write lesson plans and elaborate teaching materials, but the trainers rarely give examples of their own. Trainee Amy said that trainers are good at teaching theories, but they rarely provide practical examples. All trainees within the focus group agreed on this point, saying that it would be very helpful if trainers would give examples of how to do things instead of just assigning them to do things and then give them a negative grade because they didn't do it right. Teacher trainers gave a possible "justification" to this situation during their focus group discussion. They said that they would like to provide students with examples, bring to class teaching materials and such, but the institute does not provide necessary materials for trainers to use (i.e. paper and markers), and trainers do not want to use their own funds. These

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

findings highlight how weaknesses in institutional management within a resource-constrained context overlap affect teacher trainers' abilities to serve as effective role models. I will discuss this topic in the following section that is specific to the factors that impact teachers' performance.

To sum up, the data indicate that both teacher trainees and teacher trainers believe that a teacher's role is to be exemplary, a mediator of knowledge, and a model that students can be inspired from. Accordingly, participants in this study expected that teachers show professionalism such as being punctual and prepared for class. The goal is that teachers are an inspiration to students and serve as a positive model for students to imitate, especially in the context of an IFP where the students might mirror their teacher trainers in their future teaching career.

Factors impacting performance

In order for a teacher to meet or not meet these expectations mentioned in the previous paragraph, the data collected indicate that there are various factors that come to play. In both questionnaires and focus groups the factor that mostly surfaced as being of impact to teacher performance is teacher motivation, both external and internal. Drawing from the literature, the data and my perception, internal motivation can come from a teacher's vocation (suitability and passion for the job) and interest in being an educator. While external motivation can come from a more or less satisfying salary and school administration, such as encouraging and supportive colleagues and administrators. Other external motivation can also come from access to materials, such as books, tools, and materials to make teaching materials (posters, models, etc.).

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Table 8: Questionnaire Part I Results, Factors of Motivation

Q	The following factors have the potential to positively impact the performance of teachers	S. Agree 1	Agree 2	Neutral 3	Disagree 4	S. Disag. 5	n	Av
29	Good motivation.	8	7	1	0	0	16	2
30	Satisfying salary.	10	3	0	3	0	16	2
31	High interest of teaching.	10	6	0	0	0	16	1
32	Access to materials.	9	6	0	1	0	16	2
33	The Fact that teaching is just a job to bring home money	0	1	2	9	3	15	4
34	High passion for the job.	9	4	2	1	0	16	2
35	Good school administration.	7	7	1	1	0	16	2
36	Students in class behavior	6	7	3	0	0	16	2
37	School's interest in teachers' performance	8	6	2	0	0	16	2
Q= question N= 16 total participants n= number of participants that answered the question Av= average/mean								

As shown in table 8, for respondents answering the questionnaire, one motivator factor stands out: high interest of teaching. Most of the other factors have an average score of 2 (agree), however, ratings are scattered and there wasn't a general consensus for some of the motivating factors. This makes it more difficult to firmly state that certain motivators, such as "satisfying salary," are, in fact, a motivator. However, even though the average score may be "2," the data show that other than high interest of teaching, there are other factors that have a majority of participants' agreement. For example, a satisfying salary seems to be a positive motivator, even though three participants say that it is not a motivator. Good school administration and access to materials also have a high agreement rate.

As mentioned in the last paragraph of the previous theme exploring the roles, expectations, and characteristics of teachers, the data from this study indicate that school management plays an important role for teacher motivation, such as the lack of teaching materials that should be provided by the school. At times demotivation or issues occur because of bad management either from the institution or even at the provincial level (i.e. not sending a

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

monthly salary). Conflicts or even bad behavior can also arise from the part of teacher trainers. In my experience working at the IFP I did in fact notice that some trainers would get frustrated with the administration because of lack of transparency, lack of sharing information in a timely manner, and poor management of meetings. Management challenges figured among comments during focus group discussions as well. For instance, Trainer Luke also points out that “good motivation comes with a better management” (Focus Group). Having been a teacher trainer myself, I can also agree with this statement because when the administration didn’t organize or manage certain things well, it would really anger and frustrate me and be source of demotivation.

In the second part of the questionnaire where trainers had to do a self-evaluation and the trainees evaluated their trainers in general at the specific IFP, the teacher trainers mainly agreed that motivation affects their performance is motivation. They seemed to argue that this motivation should be internal, and as one of the participants wrote in the comment section, “the educator who is a vocational educator does not base [his or her choices] on material stimuli or family conditions. These factors mentioned above, [salary, access to materials, etc.] are additions” (Teacher Trainer, Questionnaire). Secondly, the data set indicates there should also be good school administration as all four teacher trainer participants “strongly agreed” that good school administration positively impacts performance. The same participant as above also wrote that “if more attention were given [and] if there was more dialogue between workers, school officials, trainers and management, human relations would be healthier” (Questionnaire). The participants discussed about this aspect more in-depth in the focus group and provided a number of suggestions that will be reported in the “suggestions for better practice” section below.

The data indicate that there are various factors that impact a teacher’s performance. There are internal motivators, such as vocation for teaching, and external motivators, such as salary and

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

school administration. All of the motivators mentioned above can impact teacher performance either positively or negatively.

The situation at the IFP

So, what do the data collected show about the specific IFP? Are teachers of the IFP actually following these ideas of how a model teacher should be? According to all four of the trainers answer to their questionnaire, yes, they are models for their students. In fact, in the second part of the questionnaire, for the most part teacher trainers mirrored themselves in the previously stated expectations of teachers, and they all considered themselves to be positive role models for their students. Table 9 displays related statements and their responses.

Table 9: Questionnaire Part II (Teacher Trainers) Results, Expectations

Q	As a teacher trainer, you.....	S. Agree 1	Agree 2	Neutral 3	Disagree 4	S. Disag. 5	n	Av
1	... are a role model for your students.	4	0	0	0	0	4	1
3	... are fundamental to your country's growth.	4	0	0	0	0	4	1
4	... do not play an important role in a student's life..	0	0	1	0	3	4	5
5	... are professional.	4	0	0	0	0	4	1
6	... are punctual for school.	3	1	0	0	0	4	1
7	... are punctual for school related meetings and events.	3	1	0	0	0	4	1
8	... are prepared for class (lesson plan, material, etc.).	4	0	0	0	0	4	1
9	... arrive to class late	0	1	1	1	1	4	4
10	... arrive to class without a lesson plan.	0	0	0	2	2	4	5
13	... are constantly updating your teaching material.	3	1	0	0	0	4	1
16	... are more important than students.	0	1	1	1	1	4	4
18	... exemplify what they teach.	3	1	0	0	0	4	1
19	... stay updated with new knowledge or teaching methodologies.	4	0	0	0	0	4	1
Q= question N= 4 total participants n= number of participants that answered the question Av= average/mean								

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

As table 9 shows, all four of the teacher trainers consider themselves as role models for their students, and seem to embody some characteristics of an ideal teacher as mentioned in a previous section. They all strongly agreed or agreed (all four of four) that they are professional, prepared for classes, stay updated with new knowledge and methodologies, and exemplify what they teach. However, in the focus group discussion with the teacher trainers, they did mention that unfortunately there are cases of trainers not embodying these perceived to be positive characteristics. More about these cases is discussed in following paragraphs. It was interesting to see the results of questions number 9 and 16, because each teacher trainer participant answered differently. It was not surprising for question number 9 (arriving late to class) because one of the cultural elements I learned quickly about Mozambicans was that many tend to be late almost all the time. As for question number 16 (importance of teachers to students), it seems that each trainer feels differently about being more or less important than students (one participant identified “agree,” “neutral,” “disagree” and “strongly disagree” respectively). This was clarified a bit in the focus group when trainer Brad said that a trainer is more important than the trainee to the extent that he is the expert in the classroom, and it is the trainer that is leading the lesson.

Although all four of the trainers that participated in this study have indicated being positive models, Trainer Luke did mention in the focus group that there are some trainers that in fact do not represent a good model and it is them that sometimes ruin the image of the school. My own observations support this statement. I have noticed, in my two years at the IFP, that some teachers constantly show up to school and school related events late or not show up at all. Even at events where important figures were present, such as the Provincial Director of Education. For example, at the 2016 graduation, less than half teacher trainers showed up because they were disgruntled about not receiving their monthly salaries (which was a situation

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

the IFP administration was trying to resolve). There were various Provincial Directors present that day, and I personally felt embarrassed about the absence of my colleagues.

After analyzing the data from the trainers' second questionnaire and seeing that all the trainers evaluated themselves in a mostly positive way, I was curious to see what the trainees had to say about their trainers. The trainees had quite interesting responses to their second questionnaire because the data showed a difference in how trainees of different years feel and think about their trainers. The data indicate that the first-year trainees have more positive responses about trainers' overall abilities and behaviors. Analysis suggests that first-year trainees tended to idealize their teacher trainers more than students in the second and third year of the program. For example, all four of the first-year trainees agreed or strongly agreed that trainers constantly update their teaching materials and methods, while three out of four second-year students disagreed, and all third-year students answered with "neutral." This could be due to the fact that they have only experienced the IFP for one year, and they have yet to have classes with many of the other teacher trainers. A great example came out in the focus group discussion with third-year students provided more insights as when all agreed that many trainers keep assigning the same homework and give the same written test, which demonstrates that teacher trainers are not exactly updating their teaching materials and methods. This is also was backed up by one of the second-year trainees who wrote in the questionnaire that the "teaching methods have not changed for a long time and [they] constantly give the same evaluations (tests), the same works (homework), this reveals that they are lazy."

In contrast to the first-year trainees, the second-year trainees had the most dramatic or negative responses, and they wrote the majority of the open-ended comments. For example, one of the trainees wrote that "some trainers are selfish [and] do not value the ideas of the trainees,

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

they think they know everything and offend us in any way (all the time) in the classroom” (2nd year trainee, Questionnaire). Another second-year trainee, as mentioned earlier, wrote that the teacher trainers’ methodologies rarely change and that they are lazy (Questionnaire). Another example are the answers of the first question of the second questionnaire which stated that teacher trainers at the IFP are role models for their students. Three out of four second-year trainees answered that they disagree with the statement, while first-year trainees had an even amount of “strongly agree” and “agree”, lastly, all third-year trainees simply agreed. Moreover, the 3rd year students seem to have arrived at a more stable perspective. Many responded with most of the “neutral” answers, which seem to indicate that they understand that each teacher is different. It would be interesting, in future studies, to learn more about the reasons behind these differences between the 1st, 2nd, and 3rd year trainees’ perspectives.

In further support of the trainees’ questionnaire answers, focus group data revealed that there are some trainers that seem to be overly proud of themselves, show bad behaviors, and humiliate trainees. The issue was raised and recognized in all four focus groups amongst trainers and trainees. Trainer Brad gave an example of bad behavior and how it affects trainees, he said, “If I am corrupt (for example, accepting money in exchange of good grades), and I am training a class of thirty, I am already corrupting thirty people, future teachers” (Focus Group). This utterance underscores the perceived impact of teacher trainers. Many believe that by design, trainees will model their behaviors and teaching styles. The first year trainees said during the focus group discussion that the majority of the teacher trainers know how to transmit learning material and knowledge, but they cannot follow the behavior and attitudes of some trainers. For example, first-year trainees explained that some trainers like to show superiority and humiliate trainees, and some seem to even enjoy showing superiority as Trainee Steve added. They

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

provided the example that trainers call out students in front of the entire class humiliating them and telling them that they do not have what it takes to be teachers. When trainees gave such examples, some decided to reveal the name of the trainers in cause, and it was surprising to discover that the trainers who humiliate or show superiority are male teachers. Unfortunately, the discussions did not reveal any specific reason why it is male trainers rather than female trainers.

On a positive note, when I asked the trainees how they felt teaching in primary schools during their practicums, all second and third-year trainees (first-year trainees have not done the practicums yet) agreed that they felt good and confident in their teaching. Comments indicated that while, of course, at the beginning they were nervous, they explained that after a couple days of teaching, it became natural. They realized that they had in fact learned a lot in class. They indicated feeling prepared for the task in front of them, that is, teaching a class full of young students, which is ultimately the goal of teacher training. These responses seem to indicate that overall their teacher trainers were able to set a good role model, and trainees did not follow the example of those who set a bad example.

Trainer Laura presented an example of positive role model while talking about her subject-group. Trainers that teach the same subject are considered as a subject-group, and it is expected that each subject-group meet to discuss and organize lesson plans, tests, teaching methodologies and strategies, and other things. Trainer Laura said that it is difficult to judge all teacher trainers of the IFP, because she has never observed most of them teach. However, she did talk about her own subject-group and said that according to her, they are all models, because they do, in fact, meet regularly, observe each other's classes, support and give each other feedback. She argued that their students feel at ease and are involved in the class. This finding triangulates across trainee responses as well since when I asked trainees during their focus groups to give an

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

example of a positive role model at the IFP, the majority of them mentioned teachers from Trainer Laura's subject-group.

In summary, through the data and my own experience, first it seems that, as there are cases of teacher trainers with negative teaching styles, attitudes, and behaviors, there are also positive models present, for example the case of Trainer Laura and her subject-group trainers. And it seems, specifically through the focus group data, that both teacher trainers and trainees recognize this. Whether teacher trainers are positive or negative models, the data indicated that when the time came for the trainees to put into practice what they were taught, they felt confident in their knowledge and teaching abilities.

Participants' suggestions for better practice within the IFP

As indicated above, the findings suggest that there is a lack of resources at the IFP. During the focus group with the teacher trainers, some of the trainers mentioned that they feel that they are not being supported by the school administration. For example, they would like to receive the necessary tools to make teaching materials, such as textbooks, photocopied material, poster paper and markers. As argued above, trainees' learning suffers from trainers not bringing and showing teaching materials in classes. Another common theme that arose in interviews with both trainers and trainees was the need of more meetings, trainings, and other capacity building activities.

My own observations support this statement. During my two years at the IFP I noticed that there was poor organization of meetings and trainings. First of all, the administration planned very few meetings to discuss academic development and other academic matters. During the entire school year all teacher trainers and administration would meet only twice, once at the

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

beginning and another in the middle of the year. The discussion points that the administration wanted to cover during these meetings were many, and then more topics for discussion would come out throughout the meeting. It was clear that there was a need of more meetings throughout the year, so that there wouldn't be an overload of topics to be discussed all at once. Meetings usually lasted anywhere between two to five hours, with no breaks nor food or water provided. When they did plan other meetings on specific topics (such as the salary that never arrived or the organizing of a party) these would be extremely poorly planned and did not take into consideration that in the morning trainers are in class. For example, one of the trainers mentioned of a time when they were informed of a meeting the same morning, and the meeting went on with no interruption, food, or drinks, for five hours. Teacher trainers are forced to abandon their classes and go to meetings. In the focus group, Trainer Laura argued that it is better to have meetings planned several days in advance and plan more of them during the year. Trainer Laura's colleagues agreed without adding on more information. Data seems to indicate that there should be more frequent and shorter meetings. If meetings are better planned, teacher trainers might be able to better organize themselves and not lose important class time with their trainees.

The same issues of poor organization and planning also apply for trainings. There are currently few capacity building trainings that occur. As the literature review shows, lifelong learning and constant reinvention of practice are essential for a good teacher educator (Goodwin & Kosnik, 2013), as well as building a learning community where teachers support each other and share knowledge (Izadina, 2014). Capacity building trainings are great opportunities for all of these things just mentioned to happen. During training participants not only listen to the person leading the training, but they also share opinions, experiences, and ideas. During my work

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

as the academic director's assistant I learned that as a training center, the Ministry of Education expects that IFPs constantly provide trainings or lectures that help the advancement of education and the learning process. During my two years at the IFP there were only two to four trainings that I was aware of. The few trainings and lectures I attended were really inspiring, full of interesting information, and a great opportunity for colleagues to share their teaching styles and opinions with other teacher trainers. Those hours spent at the trainings really made the IFP feel like a learning community.

Similarly, during the focus group discussion, the trainees also suggested having more meetings between trainees, administration, and faculty. The trainees indicated needing a time and place to speak about their concerns and issues. Trainee George, for example, said that there should be a better relationship between students and the administration. He also explained that in the few meetings they had with the administration, a lot of concerns and issues arose that the administration was not aware of. Both during the focus groups and in personal conversations I had with other trainees, I found out that trainees are afraid of bringing up problems to administration or teacher trainers, because they are afraid of being judged, laughed at, or targeted. We discussed about a possible solution to this "fear of communication." It would be very constructive and less stressful for both parties, if meetings between trainees and administration would happen more often, but before the meeting, trainees could write their concerns anonymously on a piece of paper and put it in a box. During the meeting each paper would be read and talked about, and if other discussion points come out during the meeting, these would also be considered.

Lastly, during the focus group with the third-year trainees, all participants agreed on how they feel there should be a training for teacher trainers before they start working at the IFP. This

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

might help mitigate some of the problems and it might unify the demands of the trainers. What they seemed to mean by this is that almost each teacher trainer has different requirements for the same assignment (for example, how to structure a reflection paper). It is obviously difficult for a trainee to have to remember and cater to the different requirements of every single trainer, especially if the trainers do not clarify what the requirements are at the beginning. I was surprised when I found out that trainings like this do not already happen. Basically, I have observed that when a new trainer arrives, they are told by the academic director to talk to and shadow another colleague of the same (or similar) discipline. There is no formal training. I think it would make not only the trainees' life easier, but also the trainers' work easier, less confusing, and more consistent between trainers. This might also help the administration, too, in clarifying roles and expectations and helping teacher trainers to have a more robust support network. All of these elements would also ideally positively impact trainees. With the third-year trainees we discussed the possibility of having trainings before every academic school year begins, where evaluation methods and major assignments are discussed, as well as explaining what is expected of teacher trainers.

As it is understood by the data, the IFP is lacking resources and needs to work more on creating a learning community. These are demonstrated by the lack of teaching materials provided, the poorly planned meetings, and sparse training opportunities. The major suggestions that arise from the data are for the IFP to provide more meetings and trainings with both faculty and/or students, as well as including a training for trainers to unify trainers' requirements and demands.

Discussion

As indicated in the five sections above (the importance of the teacher trainer, the roles, expectations, and characteristics of teachers, factors impacting performance, the situation at the IFP, and participants' suggestions for better practice within the IFP), both quantitative and qualitative data provide rich and varied answers to the research question of this particular capstone study. As a reminder, the aim of this study was to find out what the expectations are of a teacher trainer at an *Instituto de Formação de Professores*. Findings reveal that while there are certain expectations society and trainees want from teacher trainers, there are also administrative factors that make trainers' jobs a bit more complicated, such as the lack of teaching materials, regular meetings, trainings and a strong learning community.

In Mozambique, a teacher trainer is expected to teach trainees to incorporate the pillar of learning presented by INDE (2012): to be, to know, to do, and to live together. It follows that trainers should model and teach scientific knowledge, teaching methodologies and strategies, moral and ethical values, and how to coexist in a healthy and respectful way with students. As the trainees said, it is very important for trainers to not only teach theoretically, they should demonstrate and show the practical side of teaching as well. This will help students learn better, be inspired, and eventually want to imitate them.

Questionnaire and focus group discussion data addressed the meaning of teachers acting as role models, the expectations of teacher trainers, the "flaws" of certain trainers and the IFP as a whole, and how an institution can function as a successful learning community. Incorporating, combining, and analyzing the answers from the questionnaires and the focus group discussions elicit a model profile of the ideal teacher trainer and provide suggestions for the IFP. I present this model below.

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

The ideal teacher trainer. Characteristics emerge from the data collected in this mixed-methods study to depict the ideal profile of a teacher trainer. The characteristics that stood out in both questionnaires and focus groups are that:

- A trainer that arrives to school on time with a lesson plan in hand and necessary teaching material to aid the lesson.
- During class the trainer is professional, transmits the lesson's information and creates a learning environment that engages and lets trainees feel at ease.
- Students feel comfortable knowing that they can ask questions and share ideas. The trainer would be open to clarify any doubts and motivate students to push themselves more toward being a successful soon-to-be teacher.
- By no means should a trainee feel threatened, humiliated, or insulted by the words and actions of the trainer. The trainer would act as an example that trainees would be inspired from.
- When not in class the trainer should keep up to date with new teaching and learning methodologies, meet with other colleagues to discuss about lesson plans, tests, homework, etc., and participate in school meetings and trainings.

Suggestions. As suggested by the trainees during the focus group discussions, I too believe that a training for teacher trainers of at least one day at the beginning of each academic year would really help teacher trainers understand what their role is at the IFP, what is expected of them, and unify their evaluation techniques and assignment expectations. Dialogue between administration, faculty, and trainees is also of extreme importance to understand how the institute is doing and to discuss what can be done to improve. When there is deviant behavior,

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

action should be taken by administration. It is not the IFP's objective to spread negative behaviors or personalities across the country.

Conclusion & Recommendations for Future Research

The present study examines one teacher training institute in Mozambique, and uses a small sample size. The results of the study are not generalizable and they may not reflect the situation of all teachers and trainees at this particular IFP, let alone across training institutes. Nonetheless, the findings and their ensuring conclusions provide important insights as well as a detailed exploration of the inner dynamics within one of the teacher training institutes. A close examination of the literature reveals that there is little to no research on this topic in the Mozambican context. As the existing literature is scarce, this present study has the potential to be useful for further research and for increasing understanding of teacher training institutes of Mozambique.

I suggest that more studies should be conducted about teacher trainers and/or IFPs, and I also suggest that future studies also rely upon a rich mixed-methods design and one that incorporates systematic classroom and institutional observations. I encourage inviting more people to participate in the study so that more opinions are heard as well as portraying a more comprehensive picture and understanding of the situation or research questioned.

In the data collected for this study, trainees mentioned multiple times, both in the questionnaires and in the focus groups that some trainees humiliate and show superiority. It would be interesting to investigate more on the subject. Maybe understand why certain teachers behave that way and perhaps what cultural norms and expectations are at work. Another piece of information that could be studied more is teacher motivation in Mozambique. I touched on this

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

subject very little, but it could bring out interesting information that might also relate to teachers' sometimes weak quality teaching skills and attitudes. Overall, I believe there is space and need for all sorts of research studies in this Mozambican context.

Even though the present capstone study used a small sample size and therefore is not generalizable, it did provide a lot of useful and interesting data. As there is so little research on the topic in Mozambique, this study makes an important contribution to the literature on teacher training and provides useful information for future studies. This study also may offer teacher training institutions and their administrations insights into what is happening in one particular teacher training institute, particularly around teacher behavior and expectations of teacher trainers.

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CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Appendix A

Map of Mozambique



CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Appendix B Questionnaire

Questionnaire – Part I

I am a ____ teacher trainer
____ trainee of the ____ 1st year, ____ 2nd year, ____ 3rd year.

Please read the following statements carefully, then indicate whether you strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5).

Teachers...

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	...are role models for their students.	1	2	3	4	5
2.	...are important for an individual's education.	1	2	3	4	5
3.	...are fundamental to a country's growth.	1	2	3	4	5
4.	...do not play an important role in a student's life.	1	2	3	4	5
5.	...should be professional.	1	2	3	4	5
6.	...should be punctual for school.	1	2	3	4	5
7.	...should be punctual for school related meetings and events.	1	2	3	4	5
8.	...should be prepared for class (lesson plan, material, etc.).	1	2	3	4	5
9.	...can arrive to class late.	1	2	3	4	5
10.	...can arrive to class without a lesson plan.	1	2	3	4	5
11.	...should meet with other colleagues on a regular basis.	1	2	3	4	5
12.	...should constantly be researching and re-inventing their teaching styles and methodologies.	1	2	3	4	5
13.	...should constantly be updating their teaching material.	1	2	3	4	5
14.	...know everything.	1	2	3	4	5
15.	...are always right.	1	2	3	4	5
16.	...are more important than students.	1	2	3	4	5
17.	...can change their teaching styles throughout time.	1	2	3	4	5
18.	...should exemplify what they teach.	1	2	3	4	5
19.	...should stay updated with new knowledge or teaching methodologies.	1	2	3	4	5

Other comments:

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

The following factors have the potential to negatively impact the performance of teachers.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20.	Lack of motivation.	1	2	3	4	5
21.	Unsatisfying salary.	1	2	3	4	5
22.	Low interest of teaching.	1	2	3	4	5
23.	Personal problems (family, health, etc.)	1	2	3	4	5
24.	The fact that teaching is just a job to bring money home.	1	2	3	4	5
25.	Low passion for the job.	1	2	3	4	5
26.	Poor school administration.	1	2	3	4	5
27.	Students being a problem.	1	2	3	4	5
28.	Access to materials.	1	2	3	4	5
Other comments:						

The following factors have the potential to positively impact the performance of teachers.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29.	Good motivation.	1	2	3	4	5
30.	Satisfying salary.	1	2	3	4	5
31.	High interest of teaching.	1	2	3	4	5
32.	Access to materials.	1	2	3	4	5
33.	The fact that teaching is just a job to bring money home.	1	2	3	4	5
34.	High passion for the job.	1	2	3	4	5
35.	Good school administration.	1	2	3	4	5
36.	Students in class behavior.	1	2	3	4	5
37.	School's interest in teachers' performance.	1	2	3	4	5
Other comments:						

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

A teacher-training institute...

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
38.	... functions as a learning community (a community where learning is prioritized, constructive feedback is given to improve methodologies of both trainers and trainees).	1	2	3	4	5
39.	...has supportive colleagues and administration.	1	2	3	4	5
40.	...encourages learning.	1	2	3	4	5
Other comments:						

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Questionnaire – Part II (teacher trainers)

This part of the questionnaire is for teacher trainers. The statements are similar to the first part, but here I ask that the teacher trainer reflect upon their own experience as a teacher trainer.

Please read the following statements carefully, then indicate whether you strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5).

You are a teacher trainer, which means that you are training individuals to become teachers.
You...

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	...are a role models for your students.	1	2	3	4	5
2.	...are important for a student's education.	1	2	3	4	5
3.	...are fundamental to your country's growth.	1	2	3	4	5
4.	...do not play an important role in a student's life.	1	2	3	4	5
5.	...are professional.	1	2	3	4	5
6.	...are punctual for school.	1	2	3	4	5
7.	...are punctual for school related meetings and events.	1	2	3	4	5
8.	...are prepared for class (lesson plan, material, etc.).	1	2	3	4	5
9.	...arrive to class late.	1	2	3	4	5
10.	...arrive to class without a lesson plan.	1	2	3	4	5
11.	...meet with other colleagues on a regular basis.	1	2	3	4	5
12.	...are constantly researching and re-inventing your teaching styles and methodologies.	1	2	3	4	5
13.	...are constantly updating your teaching material.	1	2	3	4	5
14.	...know everything.	1	2	3	4	5
15.	...are always right.	1	2	3	4	5
16.	... are more important than students.	1	2	3	4	5
17.	...change your teaching styles throughout time.	1	2	3	4	5
18.	...exemplify what you teach.	1	2	3	4	5
19.	...stay updated with new knowledge or teaching methodologies.	1	2	3	4	5
Other comments:						

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

As a teacher trainer, the following factors have the potential to negatively impact your performance.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
20.	Lack of motivation.	1	2	3	4	5
21.	Unsatisfying salary.	1	2	3	4	5
22.	Low interest of teaching.	1	2	3	4	5
23.	Personal problems (family, health, etc.)	1	2	3	4	5
24.	The fact that teaching is just a job to bring money home.	1	2	3	4	5
25.	Low passion for the job.	1	2	3	4	5
26.	Poor school administration.	1	2	3	4	5
27.	Students being a problem.	1	2	3	4	5
28.	Access to materials.	1	2	3	4	5
Other comments:						

The following factors have the potential to positively impact your performance.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
29.	Good motivation.	1	2	3	4	5
30.	Satisfying salary.	1	2	3	4	5
31.	High interest of teaching.	1	2	3	4	5
32.	Access to materials.	1	2	3	4	5
33.	The fact that teaching is just a job to bring money home.	1	2	3	4	5
34.	High passion for the job.	1	2	3	4	5
35.	Good school administration.	1	2	3	4	5
36.	Students in class behavior.	1	2	3	4	5
37.	School's interest in your performance.	1	2	3	4	5
Other comments:						

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

The teacher-training institute you work at...

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
38.	... functions as a learning community (a community where learning is prioritized, constructive feedback is given to improve methodologies of both trainers and trainees).	1	2	3	4	5
39.	...has supportive colleagues and administration.	1	2	3	4	5
40.	...encourages learning.	1	2	3	4	5
41.	...helps you grow as a teacher trainer.	1	2	3	4	5
Other comments:						

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

Questionnaire – Part II (trainees)

This part of the questionnaire is for trainees. The statements are similar to the first part, but here I ask that the trainee reflect upon their own experience with teacher trainers.

Please read the following statements carefully, then indicate whether you strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5).

You are a trainee at a teacher-training institute, which means that you are training to become a teacher. In your experience, the teacher trainers at your institute...

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	...are a role models for their students.	1	2	3	4	5
2.	...are modeling good teacher traits.	1	2	3	4	5
3.	...do not play an important role in a student's life.	1	2	3	4	5
4.	...are professional.	1	2	3	4	5
5.	...are punctual for school.	1	2	3	4	5
6.	...are punctual for school related meetings and events.	1	2	3	4	5
7.	...are prepared for class (lesson plan, material, etc.).	1	2	3	4	5
8.	...arrive to class late.	1	2	3	4	5
9.	...arrive to class without a lesson plan.	1	2	3	4	5
10.	...meet with other colleagues on a regular basis.	1	2	3	4	5
11.	...are constantly researching and re-inventing their teaching styles and methodologies.	1	2	3	4	5
12.	...are constantly updating their teaching material.	1	2	3	4	5
13.	...know everything.	1	2	3	4	5
14.	...are always right.	1	2	3	4	5
15.	... are more important than students.	1	2	3	4	5
16.	...change their teaching styles throughout time.	1	2	3	4	5
17.	...exemplify what you teach.	1	2	3	4	5
18.	...stay updated with new knowledge or teaching methodologies.	1	2	3	4	5
Other comments:						

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

As a trainee, do you think the following factors have the potential to negatively impact the performance of teacher trainers?

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
19.	Lack of motivation.	1	2	3	4	5
20.	Unsatisfying salary.	1	2	3	4	5
21.	Low interest of teaching.	1	2	3	4	5
22.	Personal problems (family, health, etc.)	1	2	3	4	5
23.	The fact that teaching is just a job to bring money home.	1	2	3	4	5
24.	Low passion for the job.	1	2	3	4	5
25.	Poor school administration.	1	2	3	4	5
26.	Students being a problem.	1	2	3	4	5
27.	Access to materials.	1	2	3	4	5
Other comments:						

Do you think the following factors have the potential to positively impact the performance of teacher trainers?

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
28.	Good motivation.	1	2	3	4	5
29.	Satisfying salary.	1	2	3	4	5
30.	High interest of teaching.	1	2	3	4	5
31.	Access to materials.	1	2	3	4	5
32.	The fact that teaching is just a job to bring money home.	1	2	3	4	5
33.	High passion for the job.	1	2	3	4	5
34.	Good school administration.	1	2	3	4	5
35.	Students in class behavior.	1	2	3	4	5
36.	School's interest in their performance.	1	2	3	4	5
Other comments:						

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

The teacher-training institute you are studying at...

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37.	... functions as a learning community (a community where learning is prioritized, constructive feedback is given to improve methodologies of both trainers and trainees).	1	2	3	4	5
38.	...has supportive colleagues and administration.	1	2	3	4	5
39.	...encourages learning.	1	2	3	4	5
40.	...helps you grow as a teacher trainer.	1	2	3	4	5
Other comments:						

Appendix C
Focus Group Questions

Focus Group Questions – Teacher Trainers

1. Teachers play a big role in a student's life. In your opinion, how so?
2. What does it mean to you to be a role model for your students?
3. In general, how do you think teacher trainers at this institute embody the idea of role model?
4. In general, what do you think is expected of you as a teacher trainer?
5. What do you think a student expects from you as a teacher trainer, and role model?
6. Is there anything that could be done to help you be a more successful teacher trainer?
7. How do you think the institute or colleagues can support you to be a successful teacher trainer?
8. You all have observed the students of this institute teaching in primary schools of the community. As their teacher trainer, do you feel satisfied with their teaching abilities and performance? And, do you think your teachings may have had an impact on their performance?

Focus Group Questions – Trainees

1. Teachers play a big role in a student's life. In your opinion, how so?
2. What does it mean to you for a teacher trainer to be a role model for their students?
3. In general, how do you think teacher trainers at this institute embody the idea of role model?
4. In general, what do you think is expected of teacher trainers?
5. What do you, as a trainee, expect from your teacher trainers?
6. Is there anything that could be done to help teacher trainers be successful?
7. Some of you have already had the experience of teaching in a primary school of the community. How did it feel to put into practice what you have learned in class? Are you satisfied or not with your performance? And, how do you think your teacher trainers impacted your performance?
8. If you were a teacher trainer, what would you do similarly or differently from your teacher trainers?

Appendix D
Participant Informed Consent Form

Participant Consent Form

Title of the Study: Expectations of Teacher-Trainers at the *Instituto de Formação de Professores* of Pemba

Researcher Name: Francesca Cellini

My name is Francesca Cellini, and I am a student with the SIT International Education program.

I would like to invite you to participate in a study I am conducting (for partial fulfillment of my MA in International Education. Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

Purpose of the Study

The purpose of this study is to investigate perceptions of teacher trainers as role models at the *Instituto de Formação de Professores* of Pemba, while also seeing if these expectations are being met.

Study Procedures

Your participation will consist initially of completing a questionnaire that should only take about 30 minutes (including explanations). Then you will be asked to participate in a focus group interview/discussion, which will take place a week after the questionnaire. The focus group will only meet once for an approximate time of 2 hours. Both the questionnaire and the focus group will take place in one of the rooms available at the institute. The focus group will be audio-recorded and the recording will be kept in a password-protected file on my computer. If you do not want to be audio-recorded, please let me know because this will mean that you will not be able to participate in the research.

Potential Risks and Discomforts

There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the focus group you have the right to decline to answer any questions or to discontinue participation at any time.

Potential Benefits to Participants and/or Society

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

While there is no perceived major benefit, this experience may help you reflect on your past, current, and future work. It can be a good opportunity for you to share your thoughts in a small group, without penalties or judgment for what you say.

Confidentiality

Any identifiable information obtained in connection with this study will remain confidential. I will keep all information collected in a locked box in my house or in a password-protected folder in my computer. In case I will use direct quotes in my capstone paper and presentations, your names will be kept anonymous to protect your identity. The recordings will be erased or burned after finishing my work.

Participation and Withdrawal

Your participation is voluntary. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

“I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.”

Participant's signature _____ *Date* _____

Researcher's signature _____ *Date* _____

Consent to Quote from Interview

I may wish to quote from the focus group either in the presentations or articles resulting from this work. A pseudonym (fake name) will be used in order to protect your identity.

Initial one of the following to indicate your choice:

_____ I agree.

_____ I do not agree.

Consent to Audio-Record Interview

Do I have your permission to record the focus group?

Initial one of the following to indicate your choice:

CAPSTONE: EXPECTATIONS OF TEACHER TRAINERS

_____ I agree.

_____ I do not agree.

Researcher's Contact Information

If you have any questions or want to get more information about this study, please contact me at francesca.cellini@mail.sit.edu or my advisor at karla.sarr@sit.edu

Rights of Research Participant – IRB Contact Information

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Study Abroad Local Review Board or SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training Institutional Review Board^[1] 1 Kipling Road, PO Box 676
Brattleboro, VT 05302-0676 USA irb@sit.edu

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