

Strengthening Education Systems through Development of Champion Teacher: The Experience of Implementation of the F4L Project in East Africa

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ABSTRACT

Current trends in education are shaping school culture, whereby teaching and learning processes are being challenged to adjust from practices that have been taken for granted. Teachers who are the engine of teaching and learning are expected to be at the forefront of finding solutions to teaching and learning processes. Teachers' education colleges are responsible for preparing pre-service teachers with new skills that will allow them to succeed professionally upon graduation. Tutors in teacher colleges are also expected to continue to support in-service teachers through teacher professional development. The success of these processes calls for tutors whose teaching practices are exceptional. Such are referred to as champion teachers; individuals who are always looking for ways to better themselves and modify their teaching strategies to meet the various needs of their pupils. The whole process of developing such tutors calls for the strengthening of education systems through interventions that are based on proven theoretical approaches. This paper examines the Foundation for Learning (F4L) project, a five-year endeavor spanning several East African countries to develop "champion teachers." The project sought to systematically improve teacher capacity through workshops by stressing pedagogical competence and a lifelong learning attitude. It also covered areas such as gender-responsive pedagogy and integration of technology. Results show improvements in participants' knowledge, abilities, and attitudes; champion teachers who exhibit technological competence and a dedication to diversity have emerged. Project outcomes stress the need for well-thought-out programs and strategic planning of change initiatives. To sum up, the F4L initiative is a prime example of a transformative teacher development activity, supporting inclusive and sustainable teaching practices in East Africa.

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1. INTRODUCTION

Current trends in education are shaping school culture, whereby teaching and learning processes are being challenged to adjust to contemporary demands. Teachers who are pivotal to the teaching and learning process are expected to be at the forefront of finding solutions in this arena. This calls for the need to strengthen education systems through interventions that are based on proven theoretical approaches. This is important as education is

fundamental to the development of any society and is the driving force behind progress and inclusion (Mtura *et al.*, 2024). The provision of quality education is dependent on teachers who are well-prepared to impart knowledge, skills and competencies to learners (Omari, 2023). Teacher colleges, therefore, are laboratories where the teaching profession is developed, pedagogies are acquired, and policies and curriculum are interpreted to enable the pre-service teachers to gain competencies they will need in their teaching career (Mtura *et al.*, 2024). Tutors who are responsible



for preparing teachers also need to be empowered so that they can support their students accordingly.

The Foundations for Learning (F4L), a four-year project implemented by the Aga Khan University-Institute for Educational Development, East Africa, was designed to equip a new generation of learners, teachers, school leaders, families, communities, civil society organizations, and government leaders with the knowledge, skills, attitudes, and values needed to promote more gender-responsive and pluralist quality education systems for all in Kenya, Tanzania, and Uganda. Specifically, the project is working with Teacher Education Colleges to ensure that pre-service teachers are prepared to become champion teachers. Prospective teachers are expected upon their graduation to be able to transform unequal gender norms and power dynamics in and through their practice as teachers and as key education stakeholders. They should also be able to work with families, households, and communities to transform beliefs, attitudes, and practices to actively support gender equity and equality in and through education. As a young generation of teachers, they will be expected to use their knowledge, skills, and experiences to influence future education policies and practices through evidence generation and communications that promote more gender-responsive, pluralist education at scale.

The Foundation for Learning (F4L) project is an initiative whose aim is to develop college instructors and education leaders who are extremely knowledgeable and proficient individuals with a direct impact on student trainees to qualify to be referred to as champion teachers. Teaching is an art, and those in the teaching profession need to improve their teaching skills to be able to deal with the dynamics of the changes taking place in teaching and learning. According to [Lemov \(2010\)](#), great art relies on individuals to master and apply the foundational skills learned individually through diligent study. Likewise, champion teachers are expected to be competent in directing pluralist and gender-responsive educational institutions ([Omari, 2023](#)). Hence, it is expected that champion tutors should also be innovative and creative in resource development, meeting the changing demands of today's education with an emphasis on hands-on and learner-centredness approaches.

In order to promote champion teachers and champion leaders, F4L embodies a lifelong learning mentality and guarantees that teachers gain the requisite knowledge and abilities they need to be effective in facilitating teaching, learning, and mentorship. It is a holistic approach to tutoring because champion teachers, represent a special kind of passion and commitment; they are always looking for ways to better themselves and modifying their teaching strategies to meet the various needs of their pupils ([Omari, 2023](#)).

Expected transformation is not limited to the classroom. Participants in the project activities are also expected to show improvement in course delivery. In addition, the project intended to strengthen education provision, streamline administration and supervision, and promote greater community involvement. Under the F4L project, champion teachers are perceived as agents of positive change. Raising the bar on education will allow parents to

take a more active role in their children's education and further the socioeconomic progress of East Africa.

This paper seeks to provide readers with a thorough grasp of the F4L project implementation. As stated earlier, the project activities are geared to transform unequal gender norms and power dynamics in and through education. Sensitization through meetings and workshops is conducted to increase access to more gender-responsive and pluralistic quality education opportunities for girls and boys across East Africa. Through active engagement of teachers, families and education leaders, the project is expected to influence future education policies and practices. It is expected that findings from the project interventions will contribute to the larger conversation on educational growth by delving into teacher development practices, challenges, triumphs, and priceless lessons gained. This will provide the opportunity to share what works and possible considerations in similar interventions as useful insights into strategies that promote inclusive, sustainable learning settings.

The F4L project has deliberately focused on the development of champion instructors through methodical and focused professional development interventions to achieve its transformative goals. The process of working with tutors and teachers involves the faculty of the AKU Institute for Educational Development (IED) East Africa and Professional Development Tutors (PDTs), who have worked closely to carefully carry out this project ([Johnson, 2022](#)). The PDTs are former graduates of AKU IED EA, and through these engagements, the university ensures that there is a transfer of knowledge gained in class to the real world in Teacher colleges and schools to support the improvement of the quality of education delivery.

The project interventions are employed in class sessions through workshops to develop a common understanding of the best pedagogical practices. According to [Wango et al. \(2024\)](#) workshops are considered a unique environment for experiential learning, allowing tutors to immerse themselves in the strategies they are exposed to and expected to apply in their teaching. Workshops are interactive and full of hands-on activities where tutors are engaged in group presentations and micro-teaching sessions. In these interactive workshops, tutors have the opportunity to experiment with the demonstrated active learning strategies. The deliberate inclusion of reflective sessions has enabled tutors to critically examine their teaching practices in light of the theoretical frameworks and practical demonstrations provided ([Liou, 2001](#)). These reflective dialogues have not only enhanced the tutors' comprehension of the content but also empowered them to adapt and integrate these strategies into their teaching methodologies.

The other goal of the project is to prepare the instructors to be leaders in their profession. The main objective is to give them a sense of agency and flexibility as professionals ([UNESCO, 2020](#)). The workshops provide a basis for long-term growth and development by giving tutors a safe and encouraging space to try out novel teaching strategies. In addition to understanding the theoretical foundations of effective teaching, the faculty members and PDTs brought in lived experiences, together with the lively and interactive

format of the workshops, all of which are intended to inspire a cadre of educators capable of converting these theories into effective and transformative practices in the classroom.

This paper reports the results from the study conducted to explore the content and strategies used in the workshops, the difficulties encountered, and the concrete results attained, providing insight into how well the professional development interventions has cultivated champion teachers and champion leaders in the framework of the F4L project implementation.

2. WHO IS A CHAMPION TEACHER?

The idea of a “champion teacher” is backed up by the notion of ‘teach like a champion’ where the teacher is expected to apply extra effort in planning and delivering the content to his/her students. Striving to become a champion teacher is for individuals who intend to make every moment of their teaching count in their classrooms (Lemov, 2010). They will want to build a repertoire of skills that will help them to lead all their students to meaningful achievements. Research on teacher preparation lays emphasis on a new paradigm in teacher preparation to support teachers who are committed to lifelong learnings and who can adjust to the changing requirements of their pupils in addition to having pedagogical skills (Omari, 2023). This paradigm change supports the objective of the F4L initiative, which is to develop tutors who will inspire and empower their students by going over and above in using traditional teaching methods. The constantly shifting terrain of educational ideas, pedagogical practices, and the demands of modern classrooms have shaped the dynamic process of teacher education evolution. In the design of the F4L project interventions, it was therefore thought important to support teachers’ colleges through well-designed and customized professional development programs as a contribution to improving instructional strategies. According to Johnson (2022), educators require focused interventions that go beyond conventional workshops to promote long-term development and flexibility.

The F4L project is in line with research that supports peer-led learning experiences. The university faculty and PDTs are collaboratively working with college tutors to review, reflect on, and improve teaching practices, student engagement, supervision, assessment, and peer support. Notable improvement has been achieved, and there is a sense of improved professionalism among the college tutors who have consistently participated in the F4L project-led workshops by utilizing Professional Development Tutors (Smith, 2021). The interventions in the development of champion teachers are built on documented evidence of the need to support teachers to advocate for autonomy, reflection, and empowerment and to allow tutors to explore their own contexts and practice to enhance understanding of their work demand while promoting their students learning (Rebolledo et al., 2016). Teachers are viewed as agents of change, and research acknowledges teachers as key initiators of instruction innovation (Eyal & Yosef-Hassidim, 2012).

The participating teacher colleges are preparing pre-service teachers who specialize in early childhood education, primary education, and secondary education. The workshops, which are tailor-made to the needs of the tutors, use a variety of pedagogical theories related to early childhood education and primary education in their courses. To establish evidence-based procedures for their tutoring, champion teachers must investigate relevant pedagogy and theories (Anderson, 2021). They also use cooperative learning methodologies which is consistent with the body of evidence that highlights the effectiveness of interactive and collaborative teaching approaches (Wango et al., 2024).

The F4L project’s emphasis on transforming unequal gender norms and power dynamics in and through education is at the heart of all planned intervention activities. Through deliberate teaching and supervisory practices, college tutors are encouraged to foster a more gender-responsive and pluralist education system by adapting new inclusive models for education improvement during the foundational years of learning. The push for gender responsiveness and inclusion is consistent with international efforts to promote equitable education for all girls and all boys. The need to develop learning environments that address gender inequities and meet a range of learning requirements is emphasized by UNESCO (2020). It is anticipated that the champion teachers that emerge from this project will be pivotal in promoting inclusive practices.

Reflective practice is becoming more prevalent, as seen by the workshops’ incorporation of the role of teachers as researchers and reflective practitioners. The literature on teacher inquiry and reflective pedagogy is consistent with the practice of encouraging tutors to critically assess their instruction (Anderson, 2021). Using this approach improves the instructors’ capacity for creativity and adaptation in addition to increasing their self-awareness.

The focus on developing resources for tutors and student teachers is indicative of an appreciation of the value of teaching materials in the learning process. Higher teaching standards and better student outcomes are associated with efficient resource development (Johnson, 2019). Teacher colleges are supported through F4L to acquire the tools and resources that tutors will need to develop teaching and learning materials. Colleges are also encouraged to provide a space, referred to as ‘Maker space,’ so that tutors, students’ teachers, and primary school teachers can utilize the space for material development. By giving tutors the tools, they need to efficiently produce and use resources, the F4L project is in line with this body of knowledge that emphasizes the need for teaching aids in all interactive lessons (Wango et al., 2024).

This paper offers a theoretical framework for comprehending the importance of champion teachers and the chosen professional development interventions by placing the F4L project within the larger body of research on teacher education. The study explored the strategies used in the workshops, providing an understanding of the difficulties encountered and the concrete results obtained from the F4L project.

3. METHOD

The study employed a mixed method approach, which combined surveys and interviews to collect data, analyze it, and report the findings. The study was conducted in the F4L project sites in Tanzania, Kenya and Uganda, primarily in Teacher colleges. The study employed a thorough evaluation procedure of the participants to determine how the intervention influenced their attitudes, knowledge, and skills. One useful method for understanding the teachers' transforming journey was the administration of surveys, both online and offline. Surveys were purposefully designed to cover a broad range of subjects, such as participants' conceptual comprehension, the development of their skills and knowledge, and how they applied what they had learnt in workshops in their classrooms. Both online and offline surveys were used to obtain a comprehensive understanding of the participants' experiences. It is noteworthy to say that every respondent filled out the offline surveys, and an astounding 95% of respondents finished the online section, indicating the participants' zeal and commitment.

The questionnaires covered a wide range of subjects crucial to the development of outstanding educators. Questions were raised regarding the participants' perceived ease of teaching, comfort levels when integrating newly learned concepts from their training into their teaching, and the evolution of their knowledge and skills. Another goal of the questionnaires was to find out if and how the students were conversant and comfortable with these concepts after being introduced to them.

The methodology used in these workshops was a dynamic blend of experiential learning, reflection and modeling rather than a strictly didactic approach. Advancement of the profession using their knowledge, workshop facilitators and tutors actively illustrated excellent practices in the aforementioned areas. The tutors demonstrated their theoretical understanding through hands-on practice. They demonstrated creative and interactive teaching approaches by engaging in cooperative learning techniques such as gallery walks, think-pair-share, carousel brainstorming and silent walls.

4. RESULTS AND DISCUSSION

An analysis of the survey data revealed that the pre- and post-session findings for the participants demonstrated a significant improvement in their understanding and practice of teaching. Of particular note was the participants' capacity to learn new skills and their intention to apply them following the intervention, as well as the evident shift in their knowledge and mindset. These findings align with the project's objectives of developing a champion teacher. The effectiveness of the professional development interventions was reflected in the pre- and post-workshop results. Positive changes in participants' knowledge, abilities, and comprehension across a range of themes were found in the analysis of survey reports, demonstrating observable progress throughout the training sessions as illustrated in Fig. 1 below.

The participants showed a better understanding of elementary education, early childhood education, and Primary Teacher Education (PTE) principles. Positive shifts in survey responses suggest that the theories and pedagogy-focused workshops have helped participants better understand these fundamental concepts.

According to the surveys, participants showed a readiness to use the new abilities they learned in their teaching practices in addition to having learned them (see Fig. 1). This shows that the experiential and hands-on learning methods used in the workshops—including cooperative learning techniques—were successful in helping the educators build their practical skills.

The findings show that the attitudes of the participants toward incorporating novel ideas into their instructional strategies have improved. It also appears that the project was successful in expanding the tutors' knowledge base because of their improved comprehension of gender responsiveness, inclusivity, and the role that research plays in education. Indeed, the project's objective of developing champion teachers who are flexible and committed to lifelong learning is reflected in their improved attitude and knowledge.

The survey questions investigated participants' views about incorporating the recently learned ideas into their teaching methods. The upward trend (see Fig. 1) in feedback indicates that the tutors' theoretical knowledge was

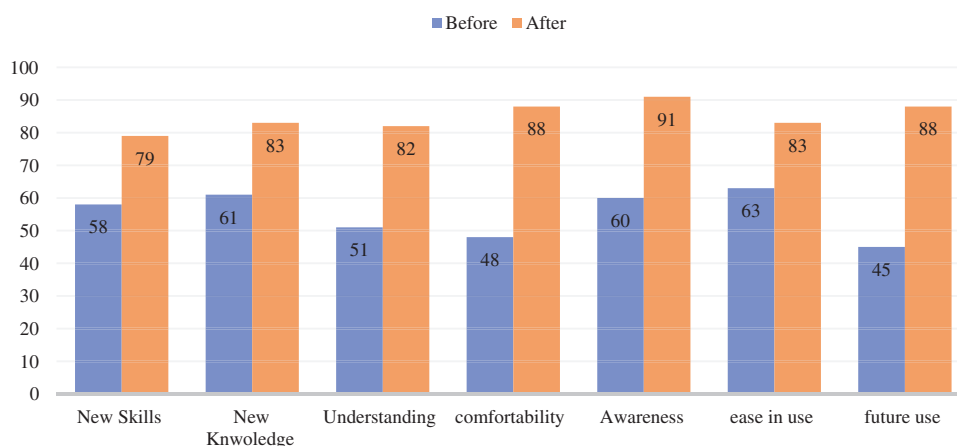


Fig. 1. Percentage change in the pre- and post-session survey 2022.

complemented by practical insights from the training sessions, which helped to make these ideas applicable and realistic. Another positive finding from the survey response analysis indicates that tutors felt that students were more engaged with the concepts they were exposed to during the workshops. This is an important finding because students who are more engaged are more likely to retain and benefit from the material that is presented (Fink, 2013). These findings resonate with that of Gray and Diloreto (2016). Whilst the finding from the survey response analysis of the tutor training workshops underscores the impact of educators' professional development on student engagement in traditional, face-to-face learning environments, the study results of Gray and Diloreto (2016) emphasize informing practice in online teaching and learning and highlight a commitment to enhancing retention and quality, specifically in the online education domain. While the tutor training workshops focus on strategies for engaging students in a physical classroom setting, the online teaching and learning study addresses challenges and improvements within the digital realm. Both findings, however, converge on the importance of refining educational practices to optimize student outcomes, whether it is through increased engagement in traditional classrooms or enhancing the quality of online teaching for better retention. Together, they reflect a broader trend in educational research where insights are sought to drive practical improvements in diverse learning environments.

Overall, the improvement in pre- and post-session results across the above-mentioned areas signifies a substantive impact on the participating tutors. It reflects not only a transfer of knowledge and skills but also a positive shift in attitudes and approaches to teaching. The findings suggest that the F4L project has succeeded in achieving its objectives of enhancing the capabilities of educators and fostering a community of dedicated and adaptable champion teachers within the targeted teacher training colleges.

4.1. Emergence of Champion Teachers

Champion teachers are the result of a transformative process in which participants in the F4L initiative have not only gained new skills and knowledge but also, they have taken on the traits of exceptional educators. These developing champion teachers are becoming well-known for their adept use of technology. During the study, tutors demonstrated a level of technology literacy above and beyond baseline competency by skillfully navigating digital technologies. This skill is a defining characteristic of champion teachers who use technology to improve their methods of instruction and involve students in innovative ways (Erwin & Mohammed, 2022). The research project's conclusions show that throughout the training sessions held from March to November 2023, a considerable proportion of tutors, precisely 18 out of 33, started displaying characteristics associated with champion teachers.

The collaborative spirit among the student teachers, particularly evident during resource development and micro-teaching sessions, underscores the emergence of a supportive community. Champion teachers are dedicated to their growth and actively contribute to their peers'

growth (Wango et al., 2024). The observed peer support and mentorship during these sessions signify a communal ethos that is essential to the champion teacher mindset.

Applying gender-responsive language, inclusive activity selection, and the thoughtful packaging of teaching materials sensitive to gender considerations showcase a commitment to creating equitable and inclusive learning environments. These practices align with the attributes of champion teachers who recognize the importance of tailoring their teaching to meet the diverse needs of all learners (UNICEF, 2021).

A year after the inception of the project, tutors started to demonstrate actions that matched the description of a champion teacher. This could entail a drive to go above and beyond the call of duty as an educator, a proactive professional growth attitude, and a lifelong learning dedication. The appearance of these behaviors during the training sessions is indicative of a sincere commitment to the teaching field. The workshops included practical opportunities for the tutors to show that they were committed to improving their teaching methods in a safe and encouraging setting. They actively participated in microteaching sessions. According to Kimaro et al. (2021), tutors' ability to try out novel teaching strategies throughout the micro-teaching sessions further cemented their growing reputation as educators dedicated to lifelong learning.

A champion teacher mindset was demonstrated by the training, consultations, and follow-up tutors gave to their classmates when they used digital gadgets. Indeed, in addition to improving their abilities, champion teachers actively support their peers' professional development and digital literacy (NETP, 2017). These teachers agreed to actively participate in fostering a friendly and cooperative community in addition to displaying competence in inclusive practices and the use of technology. Encouraging signs about the F4L project's long-term effects in developing a group of teachers who are champions in the making can be seen in the behaviors that were seen during the training sessions and in the follow-up sessions. Everything considered, the F4L project's champion teachers are defined by a multifarious dedication to quality.

4.2. Collaboration and Support Among Tutors

The tutors' cooperation and support of one another demonstrate how a solid and cohesive community of educators has grown in the project sites. Fostering an atmosphere that is favorable to professional development and shared learning, as well as the creation of champion teachers, requires a strong collaborative ethos (Lilia & Angela, 2015). The interviews with tutors revealed that the F4L project has improved the tutors' professional understanding and practices. During resource-building workshops, the tutors' attitude toward collaboration was especially apparent. Tutors actively cooperated in creating educational materials, idea sharing, and resource sharing. The high level of engagement and collaboration demonstrated tutors by tutors during the workshops is a testimony of ensuring a diversity of viewpoints and levels of experience, and it is likely that this collaborative method enriches the collective pool of instructional materials. Championing instructors who understand the importance

of shared knowledge and creative instructional materials requires collaborative resource development (Knackendoffel, 2017). The maker space provided an opportunity for a long-lasting impact, as the tutors have embraced the need to develop the culture of resource development in all subjects taught in their classes.

The tutors' collaborative culture is further demonstrated by the support they provide during micro-teaching sessions. Tutors try out new teaching techniques and get helpful feedback from their colleagues by participating in micro-teaching. The tutors' mutual support during these sessions improves the group's overall teaching effectiveness, creating a welcoming atmosphere for tutors to experiment and take chances (Fernández, 2010). Tutors collaborated in sharing insights and discoveries in group presentations. This cooperative presentation style fosters a culture of group learning and enables a deeper examination of subjects. The emerging champion teachers are cognizant of how teamwork might improve their instruction's overall efficacy (Lofthouse et al., 2016). The new culture that is growing among tutors is expected to influence the student teachers and, in turn, improve teaching and learning in pre-primary and primary schools. Tutors were able to watch each other's teaching techniques and offer helpful criticism because of the way the project was structured. Continuous improvement depends on this feedback loop of observation. According to Pacchiano et al. (2016), champion teachers aggressively seek and cherish peer input because they understand that shared knowledge advances individuals and groups.

Challenges are expected in every learning setting. The tutors' evident collaborative spirit probably greatly impacted how problems were treated and resolved. Tutors who assist one another through trying times develop resilience, flexibility, and a sense of group accountability for accomplishing the educational programs (Tait, 2008).

It's possible that the collaborative atmosphere naturally gave rise to mentorship dynamics, in which more seasoned tutors helped others less experienced in the field or with the subject being taught. Champion tutors are expected to exhibit mentorship since they actively support the professional development of their peers in addition to their own personal development (Klinge, 2015). Tutors in the F4L project now collaborate and help one another in some areas related to their professional growth. The collaborative culture improves learning in all its forms, from resource development to group presentations and microteaching sessions. This collaborative approach supports the progress of individual tutors while also being consistent with the qualities of champion teachers who recognize the transforming impact of supportive and collaborative learning communities (Msimanga, 2020). It is expected that teacher colleges will continue to embrace this positive development even after the end of the project cycle.

5. EMERGING ISSUES

The F4L project's development of champion instructors has highlighted several new difficulties that need thoughtful analysis and well-thought-out solutions. Gender-responsive teaching and inclusiveness are two

major areas of concern. Participants agreed that gender equity and equality are important, but difficult problems included language use, cultural hurdles, school infrastructure, and school climate. A nuanced approach is necessary to guarantee that gender-responsive teaching techniques are implemented effectively in light of these complex obstacles.

The incorporation of technology into teaching and learning is another important emerging challenge. The participants acknowledged the benefits of many interactive digital tools, both online and offline, and emphasized how entertaining and motivating they were. However, the dearth of equipment, restricted internet connection, and current regulations prohibiting the use of mobile technology in schools raised worries. This brings up important points about the need for regulatory changes to fully utilize digital technologies in education and fair access to technology. The regulatory changes envisaged should include proper guidelines on securing and using ICT resources in teaching and learning at all levels. While governments across East Africa are emphasizing the use of ICT in education, teachers' education colleges should be the hub of ICT so that pre-service teachers can learn the use of ICT in teaching.

Notable considerations have also surfaced over the impact of the government's 100% transition drive, which has resulted in bigger school populations. The F4L project participants agreed to handle the larger number of learners. Certain modifications may be necessary to the methods they learned. The demand for adaptable and scalable teaching strategies is highlighted by the possibility that some activities would require larger facilities, such as halls or outdoor areas. The use of technology in teaching and learning may also help teachers and learners in large classes.

Furthermore, modifications to the practicum schedule, which involves the absence of student teachers for two months, have necessitated rearranging the feedback conferences and reflection sessions with tutors and teachers. Since student teachers are out for an extended period during their practicum, feedback mechanisms need to be reevaluated to provide continued support and guidance, unlike the old model when student teachers returned in the evening and could be provided feedback upon their return.

Targeted initiatives, policy lobbying, and collaboration with pertinent stakeholders may be necessary for the F4L project to address these emergent concerns. To guarantee the champion teacher development continued success, a comprehensive and flexible strategy is needed to address the difficulties of gender-responsive pedagogy, technological integration, and the effects of educational policies. These new concerns provide important information for improving and adjusting the tactics used in the quest for inclusive and sustainable educational growth as the project advances.

6. SUCCESSES FOR CONSIDERATIONS

Participants' availability and the ease of integrating the project activities into their everyday routines made the option to host workshops on college property seem

like a good idea at first. However, unexpected difficulties also arose, such as students constantly interrupting to ask for help and tutors having to respond to important office issues. This experience highlights the significance of considering alternate locations, potentially off-campus, to reduce interruptions and establish a more concentrated learning atmosphere. The influence of participants' professional obligations can also be lessened by holding sessions during school breaks.

One of the project's most important lessons is the effect that well-designed and implemented programs have on participants' motivation and understanding. Even if some of the topics were already familiar to the participants, the careful preparation, thorough research, and dynamic, engaging delivery of the current subject resulted in a refreshed comprehension. The understanding that early individual planning, with time and attention focused on preparation, can improve the way current and enriching content is delivered is a useful takeaway for program revisions in the future.

The initiative recognized the various demands and difficulties that participants experienced, and it emphasized how important it is to customize information to address particular contextual situations. To ensure that the material is immediately relevant to the difficulties and realities that educators encounter in the local context, this lesson emphasizes the importance of a responsive and participant-centred approach.

The participants encountered unforeseen obstacles, such as persistent disruptions, underscoring the significance of maintaining uninterrupted communication channels. A more encouraging and favourable learning environment can be created by providing a forum where participants can voice their issues, offer criticism, and ask for help. This lesson encourages continuous communication to quickly address new concerns as they arise.

The project's success in promoting the development of practical skills shows how important it is to include experiential and hands-on learning methods. Lessons acquired emphasize the value of giving participants the chance to apply and experiment with new concepts in a controlled environment in addition to the theoretical knowledge imparted. Although it was proposed that seminars be held during school breaks, this also raises the more general lesson of the need for schedule flexibility. Future programs may benefit from flexible scheduling choices to suit fluctuating work obligations, given the dynamic nature of educators' roles and the necessity to manage professional activities.

Recognizing the influence of earlier individual preparation emphasizes how critical it is to include reflective practice in programs for teacher development. Giving participants dedicated time to evaluate their instructional strategies, make execution plans, and set goals can support long-term development and progress.

A deliberate approach to technology integration was required, as evidenced by the problems with technology access and rules. Among the lessons learned are the need for supporting policies that encourage the use of technology in the classroom and the need to look for creative solutions to problems with connectivity and equipment.

The fact that a well-designed and implemented program positively impacts participant motivation highlights the significance of strong monitoring and evaluation systems. It is possible to measure the program's success and make the required modifications to continuously increase its impact with the support of regular assessments and feedback loops.

7. CONCLUSION

According to the program, a champion teacher is a teacher who goes above and beyond the typical teaching boundaries. This teacher possesses a special combination of excellent skills, enthusiasm for teaching, and an unrelenting commitment to motivating and empowering pupils. The program's main objective is to improve the tutors' pedagogical material knowledge while also molding their teaching philosophies and attitudes to promote a transformative approach.

The program's intentional creation of an environment that goes beyond conventional learning settings is one of its main features. The facilitators sought to enhance the tutors' skill set by offering a variety of practical experiences through the incorporation of hands-on activities. The welcoming and upbeat learning environment also helped to create a culture where teachers felt valued for their efforts and not just acknowledged for them.

The design of the program has a significant emphasis on inclusivity, making sure that tutors from all backgrounds and experiences have a sense of community. Encouraging a community of educators who participate actively in the learning process is demonstrated by the support given throughout assignments and presentations. Every tutor's perspective is appreciated, and this inclusive approach is fundamental to the program's concept.

There is a purpose served by the actual and accessible examples that are given throughout the program. They give teachers useful examples that they can immediately use in their instructional settings. The program's goal of providing concrete, repeatable tactics that can enhance tutors' work with students' is in line with this method. Furthermore, this emphasizes that the knowledge acquired within the curriculum is applicable and doable in their regular educational settings rather than just theoretical ideas. The effort goes beyond traditional professional development by designing a program architecture that appreciates, supports, and motivates tutors. It aims to develop a cadre of teachers who not only pick up new abilities and information but also go into the head of a champion instructor. This kind of thinking is meant to have a long-lasting effect on tutors' pedagogical approaches, which will ultimately benefit the students they work with because it is marked by a commitment to transformative teaching.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

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