



## HOW DO DISCOURSES AND EPISTEMOLOGIES SHAPE TEACHER EDUCATION IN ZIMBABWE?

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### ABSTRACT

This paper aims to examine how discourses and epistemologies shape education in Africa, compare teacher training in Zimbabwe and other countries. First, the concept of discourses in teacher education is introduced and used to examine the impact of socio-political environment on developments in teacher education, dealing with challenges of attracting teacher candidates, and call for school-based teacher education. Second, the paper examines epistemological bases of science teaching and training, from the traditional discovery approach through constructivist approaches, and the place for reflective practice in teacher education. Third, the paper discusses models of teacher education, three key curriculum components and how credits are used to demonstrate value placed on subject matter knowledge, professional knowledge, and practical experience. The paper uses university-school partnership in Zimbabwe to illuminate how the socio-political environment, discourses and epistemologies can shape teacher education. In conclusion, the paper examines how contextual factors determine the quality of teacher education in a country.

*Keywords:* Discourses, Epistemology, Teacher Education.