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**EXPLORING DISTRIBUTED PEDAGOGICAL LEADERSHIP PRACTICE IN
PRESERVICE PRIMARY TEACHER EDUCATION PROGRAMS IN KENYA**

Doctoral Dissertation Summary

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1. INTRODUCTION

In recent years, the roles of teachers in educational settings have evolved from simply imparting knowledge and following a set curriculum to becoming mentors, coaches, and facilitators of learning. This shift towards competency-based education has fostered collaborative relationships between teachers and students, both inside and outside the classroom. Research suggests that to effectively adapt to rapid curriculum changes, teachers should be granted autonomy to make pedagogical decisions that benefit students' learning experiences. The modern primary school teacher is expected to take on leadership and mentoring roles, as education becomes more personalized and focused on individualized instruction. This transformation of teachers' responsibilities requires decentralization of school leadership tasks and responsibilities to ensure students' academic success. In many developing countries, decision-making regarding teachers' responsibilities remains a hierarchical administrative matter.

2. BACKGROUND OF THE STUDY

Over the past decade, Kenya's national education system has undergone significant reforms, restructuring, and curriculum changes to meet the demands of society, the region, and global best practices. These changes were influenced by various factors, including societal demands, regional and global educational trends, and economic development goals. The reforms aimed to produce a qualified and competent teaching workforce for the local and global job market. The shift from the '8-4-4' to the '2-6-6-3' competency-based curriculum was driven by the need to align with global educational standards and prepare teachers for the evolving needs of students.

The reform process was influenced by feedback from citizens, advice from global partners, and recommendations from United Nations reports focusing on education for all and sustainable development goals. The Basic Education Curriculum Framework emphasizes the importance of empowering teachers with modern digital knowledge and pedagogical tools to deliver 21st-century learning skills. Additionally, the restructuring of pedagogical spaces aligns with global trends in educational practices to support teachers' professional development and students' academic needs. The reform framework for preservice teacher education emphasizes comprehensive professional learning to equip teachers with the necessary skills and knowledge for effective curriculum implementation. It promotes collaborative learning and collective decision-making to support classroom pedagogical processes.

3. RESEARCH QUESTIONS

The primary goal of this study, rooted in distributed pedagogical leadership practice, was to answer the following central research question:

How do stakeholders in preservice teacher education programs perceive and understand the practice of distributed pedagogical leadership in their contexts?

In addition, the following five subsidiary questions were formulated to guide this study:

1. How do the principals and teacher leaders perceive and practice the distribution of pedagogical leadership responsibilities?
2. What are the perceptions of teacher trainers and teacher trainees on the principal's implementation of distributed pedagogical leadership responsibilities?
3. How are pedagogical leadership responsibilities distributed between the principal, teacher trainers, and teacher trainees?
4. How does distributing pedagogical leadership responsibilities enhance quality pedagogical improvement?

5. What challenges do stakeholders face when enacting the distributed pedagogical leadership responsibilities?

4. CONCEPTUAL FRAMEWORK

Distributed Pedagogical Leadership and Teacher Leadership

Teaching and learning leadership in a community of practice is a practice of shared tasks and goals being collectively executed by all teachers as pedagogical leaders in and beyond the borders of their classrooms (Lovett, 2023). Teacher leadership practice is a collective and distributive role of every school leader, in that, any staff in the community of learning can serve as a leader for quality teaching and learning (Heikka et al., 2021).

The art of teaching is a leading process where teachers experience and practice leadership through collaborative pedagogical interactions with learners in the classroom (Zydziumaite & Jurgile, 2023). This is through the creation of conducive learning conditions and pedagogical communities that influence and promote learners' academic improvements (Male & Palaiologou, 2017). The quality and sustainability of teaching and learning activities in the classroom are enhanced when teachers, as curriculum thinkers and implementers, are empowered and actively involved in leading the pedagogical processes (Contreras, 2016). Distributing pedagogical leadership responsibilities to teachers in and out of the classroom allows teachers to create conditions that promote learning and contribute to school improvement (Chen, 2023).

Teacher leadership is enhanced through teachers' collaborative interactions with leaders, colleagues, and learners in the learning community (Zydziumaite & Jurgile, 2023) through distributed responsibilities. Teachers who are engaged in formal and well-defined pedagogical leadership responsibilities, with empowered positional authority and participative collegial decision-making processes, enhance quality pedagogical development which results in quality teachers' practice and student academic improvement in the classroom (Gutierrez, 2023).

5. RESEARCH METHODOLOGY

A convergent parallel mixed method research

Research design is a strategy of inquiry or a research blueprint to a logical sequence that connects the empirical data to the research questions, the data relevance, what and how to collect data, how to analyze the findings, and the conclusions to be drawn (Creswell & Creswell, 2018; Yin, 2014, 2018). For an in-depth understanding of the concept and practice of DPL, to answer the research questions, collect relevant data from the participants, and draw valid conclusions from the results, a mixed methods research (MMR) approach with a convergent parallel design was used to simultaneously collect, analyze, and mix qualitative and quantitative data (Nguyen et al., 2019). According to Tashakkori and Teddlie (2016), MMR designs involve the ability to combine both numeric and narrative approaches to generate new knowledge, ideas, or concepts necessary to generate empirical synergy that neither element can address alone.

Philosophical foundation

Philosophical worldviews are basic assumptions, beliefs, and orientations that guide actions, situations, and consequences about the world and the nature of research that a researcher intends to bring to a study (Creswell, 2014; Creswell & Plano Clark, 2018). A mixed-methods research design as a methodology is premised on philosophical assumptions that give the direction of collecting, analyzing, and mixing qualitative and quantitative designs in a single research study (Creswell & Plano Clark, 2018) to provide a complete and best understanding of a research problem (Creswell, 2014). According to Cohen et al. (2018), MMR is premised on pragmatist,

methodology, ontology, and epistemology. *Pragmatism* affects how people think about a problem or issues to be investigated in a study (Teddlie & Tashakkori, 2009). Through *ontology*, the participants' perception of reality is viewed within their natural contexts and using *epistemology* to understand and know more about and research that reality to answer the research questions (Cohen et al., 2018) and *methodology* on how the research was conducted (Creswell, 2013; Creswell & Plano Clark, 2011).

Research Setting

This study was conducted at public and private preservice diploma teachers' colleges in Kenya. The five colleges were sampled through purposeful random sampling. The institutions are in diverse geographical locations in the country with unique, complex, and dynamic leadership cultures and practices.

Sample and Sampling procedure

This study used a mixed method sampling of purposeful random sampling as advanced by Teddlie and Tashakkori (2009) and Cohen et al. (2018) to assist in gathering and generating quantitative and qualitative data that will answer the study's research questions. Purposeful random sampling allows for the purposeful selection of individuals and study settings that can offer necessary insight into the central phenomenon of the study and was utilized to identify prospective participants among the population (Cohen et al., 2018; Creswell & Creswell, 2018). Purposeful random sampling allowed for the selection of cases intentionally and randomly from the population regarded to be relevant sources of information. The study employed a probability sample (simple random sampling) for the focus group discussions and answering questions in the survey questionnaires for teacher trainers and trainees and a non-probability sample (maximum variation purposive sampling) for the principals, deputy principals, and teacher leaders (Cohen et al., 2018).

Data collection

Multiple data sources were used to gather evidence data to provide convergent and concurrent validity in a triangulating fashion (Cohen et al., 2018). One-on-one semi-structured interviews and focus group discussions were conducted to try to understand the participants' feelings, perceptions, attitudes, and understanding of the enactment of the concept (Cohen et al., 2018) with a focus on interactions, collaborations, interdependence, and synergetic relationships. Quantitative survey questionnaires were administered to try to deal with the central phenomenon and provide supplementary support for internal consistency and validity of the qualitative data gathered (Yin, 2014, 2018). Six semi-structured interviews and five focus group discussions were conducted to generate qualitative data while two survey questionnaires yielded quantitative data. The data from the two strands were collected simultaneously but the analysis occurred separately.

Data analysis and interpretation

A side-by-side sequential comparison of datasets was conducted. Each was independently verified for its data's precision and suitability. Subsequently, guided by the research questions, a convergent mixed methods design was used to analyze the raw datasets (Cohen et al., 2018; Yin, 2018). The two datasets were first analyzed simultaneously but separately using different analysis tools and then the results were compared for triangulation purposes. This helped obtain additional evidence or different outcomes but with complementary findings (Levitt et al., 2018; Varlık et al., 2021; Xie et al., 2021). For internal validity, data triangulation was used through multiple data sources including the utilization of both quantitative survey and qualitative data collection methods and analysis (Bans-Akutey & Tiimub, 2021).

6. RESEARCH FINDINGS AND DISCUSSIONS

Findings

The findings from semi-structured interviews, focus group discussion sessions, and survey questionnaires revealed that principals are the overall administrative leaders in the community of practice. Additionally, they are responsible for distributing and sharing pedagogical leadership responsibilities. However, findings revealed that in the leadership structure of preservice teacher education, administrative leadership is concentrated at the top with the principal holding the authority to delegate, share, and appoint teacher trainers to formal and informal leadership responsibilities as guided by the Teacher Service Commission's guidelines and policy frameworks. Similarly, administratively in public institutions, the principals work in regular consultation and collaboration with the other senior administrators in making appointments and distribution of responsibilities. These senior administrators or teacher leaders are appointed and posted to these institutions by the teachers' employer.

In distributing pedagogical leadership responsibilities to stakeholders, leaders and teacher leaders are responsible for creating a community of practice that fosters learning and communication where pedagogical responsibilities are evenly distributed among the members.

Moreover, apart from their administrative responsibilities, principals as pedagogical leaders are required to lead professional learning and curriculum development by teaching some lessons in the classrooms to interact with teacher trainees and influence the pedagogical development processes. Similarly, formal teacher leaders, that is, deputy principals, academic registrars, and deans of students had not only administrative duties, and functions but also teaching and learning responsibilities that they were required to effectively undertake in addition to other delegated responsibilities from the principal. The responsibility of the principal is to ensure that administrative duties and tasks do not impede the functions of implementing the curriculum and facilitating quality teaching and learning.

The principals and formal teacher leaders played an important role in nurturing and harnessing teacher trainers to be leaders of learning. However, this study demonstrated that stakeholders were concerned about this owing to the multifaceted challenges regarding preservice teacher education institutions in Kenya; thus, creating an environment where teacher trainers are nurtured and developed to be leaders and able to mitigate the challenges of teacher trainers and trainees have been abdicated by the administrative leadership. Conversely, teacher trainers perceived that the trainees were more empowered than them, negatively affecting the implementation of the curriculum, collaboration, and lack of synergetic engagement. This affected their self-esteem and was a source of low motivation within the teams.

Discussion

The study explored the stakeholders' perception and understanding of the concept of DPL and how pedagogical leadership responsibilities are distributed in the preservice teacher education context. The findings showed that the participants understand the concept of the distribution of pedagogical leadership responsibilities and the importance of sharing these responsibilities among the stakeholders. The heads of institutions (principals) and teacher leaders' perceptions were however different from those of the teacher trainers. After the content analysis, it was revealed that principals appreciated their roles as pedagogical leaders.

However, they decried the burden they have to endure as they navigate through their administrative tasks and duties and also as pedagogical leaders. Most principals and formal teacher leaders perceived the pedagogical leadership responsibilities for all stakeholders in the teacher

training colleges. The responsibilities of the principals were understood to be administrators and sharing of pedagogical leadership responsibilities to the teacher leaders and teacher trainers (Heikka, 2014). The principals opinionated that their task as pedagogical leaders should be centered around the development of interdependence among the stakeholders, provision of sufficient pedagogical materials and resources, capacity building for human resources, and supervision of pedagogical development (Heikka et al., 2021; Yang & Lim, 2023).

The teacher trainers in the classroom acted as mentors and facilitators of collaborative learning. In the pedagogical spaces, both teacher trainers and trainees were considered leaders of learning in their teaching teams. The process of leading pedagogy was perceived as a practice of interactive engagement between the trainers and the trainees rather than a role or a learning action (Diamond & Spillane, 2016; Spillane & Lee, 2013). The trainers in the classroom were not only pedagogical leaders but also teacher leaders and curriculum leaders who shared their expertise with the teacher trainees by developing appropriate learning experiences (Sawalhi & Chaaban, 2021; Townley et al., 2023). Through the distribution of pedagogical leadership responsibilities, the teacher trainers interacted with the trainees in the classroom to implement the curriculum to influence their achievements (Lovett, 2023; Zydziunaite & Jurgile, 2023).

As adduced by works of literature, the distribution of pedagogical leadership responsibilities in the learning community was centrally to create a learning environment of interactive, collective decision-making processes, and develop collegiality among the principal, teacher leaders, teacher trainers, and teacher trainees to jointly construct shared knowledge and understanding, select learning practices, and effectively implement the curriculum in the classroom (Heikka & Waniganayake, 2011; Jäppinen & Sarja, 2012; Sawalhi & Chaaban, 2021) This was espoused to support teacher trainers' self-efficacy, self-motivation, and improved teacher trainees' learning outcomes and effective preparation (Kılınç et al., 2021).

When teacher trainers were given pedagogical leadership responsibilities, they were empowered to take on leadership roles. This allowed them to participate in making decisions and creating strategies for improving teaching methods. The principal's role in this process was to ensure that pedagogical development ran smoothly, provide necessary learning materials and resources, and ensure that teacher trainers and trainees were committed to the teaching and learning processes.

By effectively distributing pedagogical leadership responsibilities, everyone was expected to independently carry out their tasks while collaborating with others. The interaction between the principal's and teacher leaders' leadership roles was crucial for effective teaching and learning. Similarly, fulfilling Distributed Pedagogical Leadership (DPL) responsibilities helped professional stakeholders in their leadership roles through collaborative decision-making and consistent service delivery.

It is important to note that the dual decision-making structures led to delays in making decisions and receiving feedback. Bureaucratic processes caused some decisions to take longer than expected as they had to go through the boards of management for further consideration. These delays resulted in low perception of the collegial decision-making process and distribution of pedagogical responsibilities, as revealed by statistical data from teacher trainers ($M (SD) = 3.39 (0.68)$). Teacher trainees appreciated the involvement of everyone in the decision-making process, but they pointed out that decisions from the principal and formal teacher leaders took a long time to be implemented (Aziz et al., 2022).

The trainees had the freedom to elect their representatives in the Student Council, who were regularly consulted and actively collaborated in making decisions related to the provision of

relevant pedagogical materials, resources, and learning activities. The Council was provided with necessary facilities and resources, empowering the teacher trainees to regularly consult, collaborate, and cooperate with the administration and teacher leaders to enhance quality pedagogical improvement (Fernández Espinosa & López González, 2023; Sawalhi & Chaaban, 2021; Supovitz & Comstock, 2023). Further consultations were conducted in the classrooms and in the preparation of the teaching practicum. For productive and successful teaching practice, regular consultation between the teacher trainers and trainees was activated to allow them to engage in improving the teaching experiences and face the challenges in their teaching profession (Afalla & Fabelico, 2020; Sawalhi & Chaaban, 2021; Shurr et al., 2022).

7. IMPLICATIONS

Distributed pedagogical leadership practice has received substantial prominence in educational settings of the Global North in countries such as Australia, Finland, Norway, and Singapore. This concept of educational leadership is common in early childhood education contexts. DPL provides a significant amount of support to principals and teachers as pedagogical leaders in learning communities. It is a practice of leadership that involves organizational leaders (principals) and individual teachers as pedagogical leaders with formal and informal leadership positions and responsibilities. The collective, collaborative, and interactive engagements of leaders and teachers are opined to facilitate the achievement of common goals and influence pedagogical development. The stakeholders enact their leadership tasks, functions, and responsibilities through collegial relationships. All stakeholders share the authority in the collective and accountable decision-making processes.

However, in as much as pieces of evidence from reviewed literature espousing the critical role the practice of DPL plays in the process of teaching and learning, the concept is yet to be researched in most of the educational contexts of Africa. The concept was originally developed from the educational leadership concepts of distributed leadership and pedagogical leadership. These concepts have been researched in different levels of education and learning contexts. However, previous studies mainly concentrated on pedagogical leadership practice in secondary schools and higher education institutions. Some studies have been conducted on distributed leadership in primary and secondary schools. More empirical studies need to be conducted especially in early childhood education and teacher education contexts.

DPL advances the involvement of multiple professional personnel in the enactment of leadership responsibilities and participation in collective decision-making processes in the learning organization. To facilitate this, continuous professional teacher development, in-service training, mentoring, and empowering teachers to be leaders are needed. Most of the leaders in learning institutions lack leadership skills, knowledge, and attitudes to effectively enact pedagogical responsibilities. The ‘learning-on-job’ approach of leadership has negatively impacted the support needed in the teaching and learning practice. During the study, both leaders and teacher educators alluded to the fact that all of them were forced to register for courses on educational leadership after their appointment to administrative roles.

Additionally, it will be necessary to provide proper training and professional learning on the effective management of pedagogical materials and resources in the institutions. The administrators and other stakeholders in these institutions need to be educated on proper leadership and management of resources and infrastructure. TSC should revise its policies on the provision of required human resources who can offer technical courses to teacher trainees.

Finally, this study explored the perception and understanding of stakeholders on the enactment of distributed pedagogical leadership by principals and formal teacher leaders. The

findings of the study are likely to inform future decisions on delegation and sharing of leadership responsibilities and policies that lead to change within the current preservice teacher education leadership structure.

8. LIMITATIONS, DELIMITATIONS, AND FUTURE RESEARCH DIRECTIONS

Limitations

During this study, the researcher experienced the following common research weaknesses that were beyond his control. Firstly, no known research has been done on the enactment of DPL in any context and, more specifically, in preservice teacher education. This dearth of data and works of literature highlights the need for this study. There are unavailable shreds of evidence or previous studies on the topic of teacher education in Kenya and the world. Secondly, the study population and sample size. Although the population was represented by preservice teacher education stakeholders, the sample only included participants from five out of the 60 preservice primary teachers training colleges, a representation of only 8.3% of the institutions. Despite these limitations, this study revealed the importance of implementing distributed pedagogical leadership practices in pre-service teacher education in nurturing and harnessing teacher leadership among teacher trainers and trainees.

Delimitations

This study's scope was affected by the following delimitations:

The application of the research findings to researchers and practitioners in preservice teacher education contexts. The generalizability of the findings to a wider teacher education audience. Additional longitudinal large-scale research studies are needed to determine if the results of this study can be generalized in other pre-service teacher training institutions in Kenya or other teacher education contexts around the globe.

Future Directions

The findings from the current convergent parallel mixed methods research study offer several directions for future research. First, this study was intended to explore how the distribution of pedagogical leadership responsibilities may facilitate the improvement of pedagogical activities in the preparation of quality teachers and harness the nurturing of future teacher leaders through the empowerment and engagement of stakeholders in the enactment of effective pedagogical leadership responsibilities for pedagogical development and learner's achievements (Mayrowetz, 2008; Timperley, 2005). Further studies are necessary to further explore the enactment of the practice in many institutions in Kenya with many participants with a wider perspective and perceptions.

Moreover, due to the paucity of empirical research studies in preservice teacher education contexts, further research studies in teacher education may try to reach more stakeholders, especially principals, teacher leaders, and teacher trainers in teachers training colleges and universities. These professional stakeholders are directly involved with the implementation of the curriculum through pedagogy and learning, therefore, their influence in the preparation of future teachers is quite significant in any educational setting (Bøe & Hognestad, 2017; Grice, 2019; Yang & Lim, 2023). In addition, the understanding of this concept will provide insightful nuances for assessing, reevaluating, and reviewing the current preservice teacher education curriculum and redesigning the program for quality preparation of future teachers and pedagogical leaders.

Finally, this study is considered the first of its kind to analyze connections between the enactment of DPL in preservice teacher education contexts and the nurturing of teacher leadership

among teacher trainers and teacher trainees. The study was guided by the dimensions of DPL as proposed by Heikka et al (2021) and Yang and Lim (2023). However, the study has not explicitly shown how these dimensions were related to the domains of teacher leadership in the preparation of future teachers as advanced by (York-Barr and Duke (2004). Hopefully, other empirical studies in preservice teacher education contexts will help elucidate how the dimensions of DPL and domains of teacher leadership are significantly correlated. Similarly, the distribution of pedagogical leadership responsibilities to their formal and informal teacher leadership tasks should be explored further, especially in creating a community that fosters effective learning, and to ascertain its relevance in curriculum implementation and pedagogical improvement.

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10. LIST OF RELATED PUBLICATIONS AND ATTENDED CONFERENCES

PUBLICATIONS

Journal Publications

No.	Related Article	Indexing
1.	Okiri, P. O., & Hercz, M. (2023). The tenets of distributed pedagogical leadership in educational contexts - A systematic literature review on perception and practice. <i>Educational Management Administration & Leadership</i> , 1–18. Sage Publishing https://doi.org/10.1177/17411432231154444	Scopus Q1
2.	Okiri, P. O., & Hercz, M. (2024). Distributed pedagogical leadership practice for sustainable pedagogical improvement: A literature review (2010–2023). <i>European Journal of Education</i> , e12723. https://doi.org/10.1111/ejed.12723	Scopus Q1
3.	Okiri, P. O., & Hercz, M. (2024). Preservice teacher education stakeholders' perceptions of distributed pedagogical leadership in nurturing teacher leadership. <i>European Journal of Education</i> , 1–20. https://doi.org/10.1111/ejed.12713	Scopus Q1
4.	(IN PRESS) Okiri, P. O., & Hercz, M. Harnessing Teaching and Leading Skills Among Preservice Teacher Trainers Through Distributed Pedagogical Leadership Practice. <i>Educational Management, Administration and Leadership (EMAL)</i> – Sage Publishing.	Scopus Q1
Other Publication		
1.	Wafubwa, R., Nanjekho, & Okiri, P. O. (2021). Students' Perception of Teachers' Use of Formative Assessment Strategies in Mathematics Classrooms. <i>İlköğretim Online</i> , 20(2), 123–132. https://doi.org/10.17051/ilkonline.2021.02.16	Q2

Conference Papers

International Conferences

- Okiri Peter Ochieng** (Doctoral School of Education) and **Mária Hercz** (Eötvös Loránd University, Faculty of Teaching and Kindergarten/ Department of Education). *Harnessing distributed pedagogical leadership culture in pre-service teacher education*. EAPRIL 2023: One for all, all for one: Building bridges by working together Conference: Belfast, United Kingdom / Northern Ireland 22 - 24.11.2023: pp. 12-12 (2023). Language: English.
- Mária Hercz** (Eötvös Loránd University Teacher Training/ Department of Education); **Zewude Tareke Girum** (Doctoral School of Education, University of Szeged, Hungary); **Okiri Peter Ochieng** (Doctoral School of Education, University of Szeged, Hungary); **Duong Thi Ngoc Ngan** (Doctoral School of Education, University of Szeged); and **Phyu Phyu** (ELTE, Faculty of Pedagogy and Psychology / Doctoral School of Education). *The significance and methodological possibilities of education for sustainability and entrepreneurship in teacher education: an international overview*. Sustainable Cultural Heritage 15th International Scientific Conference [and] 10th International Methodological Conference [and] 8th ICT in Education Conference, November 4-6, 2021, Subotica (Serbia) Conference: Szabadka, Srbija. 04 - 06.11.2021. Univerzitet u Novi Sadu. Language: English | ISBN: 9788681960066.

3. Mária Hercz (Eötvös Loránd University Teaching and Pre-school Education); Zewude Tareke Girum (Doctoral School of Education, University of Szeged, Hungary); **Okiri Peter Ochieng** (Doctoral School of Education, University of Szeged, Hungary); and Ferenc Pozsonyi (Faculty of Pedagogy and Psychology / Doctoral School of Education, ELTE). *Family as the starting point of education: A research on parents' beliefs. New research in educational sciences*. The answers of educational science to the challenges of the future. Budapest, Hungary: BTK Institute of Education, Hungarian Academy of Sciences Pedagogical Scientific Committee, 2021, pp 89-100. Language: English: ISBN: 9789633068960.
4. Mária Hercz (Teacher Training and Faculty / Department of Education, Eötvös Loránd University) and **Okiri Peter Ochieng** (Doctoral School of Education, University of Szeged, Hungary). *Education for creativity in elementary school age: theoretical and practical discourse*. Live the culture! – Play, art pedagogy, and science: in focus: play and children's culture Conference: Eötvös Loránd University Faculty of Teacher and Preschool Education, Budapest, Hungary 20 - 21.05.2021, pp 226-227. Language: Hungarian | Book link(s): ISBN: 9789634893691. UKids - "Youth Start" Social Entrepreneurship Program for Kids (2017-1-AT01-KA201-035062) Funder: European Union.
5. Mária Hercz (Eötvös Loránd University Teacher Training and Faculty / Department of Education and **Okiri Peter Ochieng** (Doctoral School of Education, University of Szeged, Hungary). *Education for creativity in elementary school age: theoretical and practical discourse*. Live the culture! – play, art pedagogy and science: in focus: play and children's culture Conference: Eötvös Loránd University Faculty of Teacher and Preschool Education, Budapest, Hungary 20 - 21.05.2021, pp 661-664. Language: Hungarian | Book link(s): ISBN: 9789634894254.

PRESENTATIONS AND INVITED LECTURES

Paper Presentation

1. **Okiri, P. O., & Hercz, M., (2024)**. *Empowering Principals and Teacher Leaders Through the Distribution of Pedagogical Leadership Responsibilities in Preservice Teacher Education Contexts*. Instruction and Education in the Service of Societal Welfare. Challenges of Education and Instruction in the Age of Crises. 24th National Conference on Educational Science (XXIV. Országos Neveléstudományi Konferencia). Debrecen, Hungary 24-26 October, 2024, pp 389. Language: English. ISBN 978-963-490-655-1.
2. **Okiri, P. O., & Hercz, M., (2023)**. *Harnessing distributed pedagogical leadership culture in pre-service teacher education*. EAPRIL 2023: One for all, all for one: Building bridges by working together Conference: Belfast, United Kingdom/Northern Ireland 22 - 24.11.2023, p. 12. Language: English.
3. **Okiri, P. O., & Hercz, M., (2023)**. *Fortifying Teacher Leading Through Distributing Pedagogical Leadership in Initial Teacher Preparation Programs*. European Conference on Educational Research ECER 2023: The Value of Diversity in Education and Educational Research Conference: Glasgow, United Kingdom/Scotland 22 - 25.08.2023. (EEA): Paper 673, p.2. Language: English.
4. **Okiri, P. O., & Hercz, M., (2023)**. *Perceptions of Teacher Leaders on the Concept of Distributed Pedagogical Leadership Culture*. Researches in Educational Sciences, ELTE / Faculty of Pedagogy and Psychology/Institute of Intercultural Psychology and Education Conference: Budapest, Hungary 26 - 28.10.2023. Pedagogical Science Committee of the

- Hungarian Academy of Sciences, p. 374. Language: English | ISBN: 9789634896111. Chapter in Book.
5. **Okiri, P. O., & Hercz, M., (2022).** *Approaches and Strategies of Educational Assessment in the Pre-Service Teacher Education Program*. XVIII 18th Conference on Educational Assessment Conference: Szeged, Hungary 21 - 23.04.2022. Szeged: SZTE Doctoral School of Education, p. 69. Language: English | ISBN: 9789633068625. SZTE University publications.
 6. **Okiri, P. O., & Hercz, M., (2021).** *Significance of school principals in pedagogical leadership: theory and practice*. Sustainable cultural heritage: final program and abstracts / 15th International Scientific Conference, 10th International Methodological Conference, and 8th ICT in Education Conference, 4 - 6.11.2021, Subotica Conference: Szabadka, Srbija (*Univerzitet u Novim Sadu, Serbia*), p. 23. (2021). Language: English | ISBN:9788681960066.
 7. **Okiri, P. O., & Hercz, M., (2022).** *The Tenets of Distributed Pedagogical Leadership in Pre-Service Teacher Education*. 21st century skills, literacy, equal opportunities: XXII. National Educational Science Conference: Pécs, Hungary 17 - 19.11.2022. University of Pécs, Hungary: Pedagogical Science Committee of the Hungarian Academy of Sciences, Institute of Education, p. 461. Language: English | ISBN: 9789636260576.
 8. **Okiri, P. O., & Hercz, M., (2021).** *Development of creativity and innovation in a competency-based curriculum: a case study of the Kenya project*. Live the culture! – Play, art pedagogy, and science: in focus: play and children's culture Conference: Eötvös Loránd University Faculty of Teacher and Preschool Education Budapest, Hungary 20 - 21.05.2021: pp 155-156. Language: English | ISBN: 9789634893691.
 9. **Okiri, P. O., & Hercz, M., (2021).** *Enhancing art education in a learner-centered instructional process through a competency-based curriculum*. Live the culture! – play, arts education, and science: in focus: play and children's culture Conference: ELTE Faculty of Teacher and Preschool Education Budapest, Hungary 20 - 21.05.2021, p. 147-158. Language: English | ISBN: 9789634894315.
 10. **Okiri, P. O., & Hercz, M., (2021).** *The leadership practices of a novice head teacher in a public primary school – A Poster Presentation*. HuCER 2021: Learning society. Educational research during an epidemic Conference: Learning society: Online conference, Hungary, 27 - 28.05.2021. Budapest. Hungarian Educational Research Association (HERA), pp. 188-188. Language: English. ISBN: 9786155657092.

Invited Lectures/Talks

1. *Development of social entrepreneurship in childhood: international conference and exhibition of the UKids project*. Conference: Budapest, Hungary. 12 - 15.12.2020. ELTE Faculty of Teacher and Preschool Education, pp 28-29. Language: English | ISBN: 9789634892922. Published Book: Editors: **Peter Ochieng Okiri** (University of Szeged), Gerda Seres Sába Lecturers: Anetta Bacsa-Bán (Dunaújváros University), Kálmán Sántha (János Kodolányi University), Ferenc Pozsonyi (Eötvös Loránd University).
2. **Okiri Peter.** *Research in Teacher Education – The Next Generation Conference* – Online, Budapest, Hungary. 11 June 2021. Organized by the Association for Teacher Education in Europe (ATEE), European Doctorate in Teacher Education (EDiTE), and Eötvös Loránd University Faculty of Education and Psychology (ELTE).

PROFESSIONAL DEVELOPMENT TRAINING

Workshops and Seminars

European Educational Research Association (EERA). Network Development Projects. Network 20. Research in Innovative *Intercultural Learning Environments: Nurturing Teacher Leadership in Teacher Education*. 1st to 2nd June, 2023. University of Valencia. Spain.

Webinars

1. *Innovative practices for lifelong learning competencies and intercultural dialogue*. European Educational Research Association (EERA). Network Development Projects. Network 20. Research in Innovative Intercultural Learning Environments, May 30th to 3rd June 2023, University of Valencia, Spain.
2. *How to Do Research and Get Published - Copyright, Permissions, and Author Reuse*—webinar Series by Sage Publishing, 11th October, 2023.
3. *How to be a Peer Reviewer* – Sage Publishing, 28th March 2024.
4. *Challenging Ideas, New Methods and Different Fields for Diversity and Equality* – Cloud 8 – Diversity and Equality in Different Contexts - European Association on Improving Learning (EAPRIL), 24th April 2024.
5. *The dangers of too much work* – Alumni Network Hungary Webinar by psychologist Bernadette Kun, 29 May 2024.
6. *Innovative Methods: AI-Powered Teaching and Learning - Empowering Education: Exploring AI in Learning*, organized by the PwC CEE Education & Skills Team’s webcast series, 30 May 2024.
7. *Empowering Education: Exploring AI in Learning – Navigate AI safely in Education* (3rd Episode) by PwC CEE Education & Skills Team’s webcast series, 12th June 2024.
8. 2024 The Association of Teacher Leadership and Scholarship (ATLAS) Mini-Conference – Exploring Your Teacher Leadership Potential - Friday, October 18, and Saturday, October 2024

Development Trainings

1. *Mind Control: Managing Your Mental Health During COVID-19* – Online certificate course by the **University of Toronto** and offered through **Coursera** – 12th December 2020. <https://coursera.org/verify/GQ9W6XZ6Q8KA>
2. *How to Write and Publish a Scientific Paper* – Online Project-Centered Course by **École Polytechnique** and offered through **Coursera** - 11th February 2021. <https://coursera.org/verify/RLV9BP96THY2>
3. *What future for education?* – Online Certificate Course by **University of London and UCL Institute of Education** and offered through **Coursera** - 12th February 2021 – <https://coursera.org/verify/ZM54AHTCKSW8>
4. *Learning How to Learn: Powerful mental tools to help you master tough subjects* – Online Certificate Course by **Deep Teaching Solutions** and offered through **Coursera** – 7th June 2023. <https://coursera.org/verify/7F7GN3BCD4SH>
5. *Foundations of Project Management* – Online Certificate Course by **Google** and offered through **Coursera** – 20th June 2024. <https://coursera.org/verify/6532WAW2DKXE>
6. *Leadership and organizational behaviour* – Online Certificate Course by **Tecnológico de Monterrey** and offered through **Coursera** – 21st June 2024. <https://coursera.org/verify/U4DDQSSBJKAP>