

# Ethiopian Journal of Teacher Education and Leadership

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## Editorial

By publishing its maiden issue of the Ethiopian Journal of Teacher Education and Leadership (EJTEL), the College of Education and Behavioural Studies (CEBS), Addis Ababa University (AAU), made a history. The Journal aspires to change the educational landscape of the nation by making a significant contribution to improvement of quality of teacher education and educational leadership. The aim of EJTEL is serving as a platform for professional dialogue and exchange of ideas on matters related to teacher education and leadership in Ethiopia and beyond. The Journal specifically strives to a) enhance research on teacher education and leadership by creating one more opportunity for publication of original research; b) serve as a venue for policy dialogue on teacher education and leadership through publication of critical reviews, communications and brief notes; c) improve the availability of local researches for the education sector so as to promote a culture of research informed praxis on issues pertaining to teacher education and leadership; and d) encourage graduate-level research be being a readily accessible outlet for graduate students whose programs require scholarly publication.

EJTEL welcomes manuscripts on various aspects of teacher education and leadership including teachers'/educational leaders' pre-service preparation, induction and in-service development; modalities of teachers/leaders' education; teacher professionalism; teacher/leaders demand and supply; teacher education policy; teacher education pedagogy; and teachers' career life-cycle across all levels of schooling. EJTEL also welcomes interdisciplinary and comparative explorations in the areas of adult education, curriculum studies, educational psychology, early childhood education, language education, science and mathematics education, social science education, and special needs education. The journal also publishes articles that focus on theories and practices in the leadership of educational institutions. These include KG to higher education leadership, monitoring and evaluation of educational programs, international comparative education leadership, educational finance, human resource development, educational planning and policymaking, and leadership ethics.

This issue has five research-based articles contributed by seasoned professionals in their areas of specialization. Tirussew Teferra's article entitled "*Early Childhood Care and Education in Ethiopia*" starts by underscoring that early childhood care and education is a critically important issue which decides the fate of any effort to promote a holistic development of citizens of any country. He then moves on by outlining the theoretical foundations and global trends of early childhood care and education; and highlights some of the most important indigenous childrearing practices, traditional early childhood education, and the development of modern early childhood education in Ethiopia. A brief but quite interesting discussion has been made by the writer regarding preparation of early childhood education teachers before he concludes his article with an equally brief reflection on the current state of early childhood care and education and its future prospects in Ethiopia. The second article entitled "*Teachers' Knowledge, Attitude and Practices on Visualization Techniques in the Teaching-Learning of Middle School Science and Mathematics Subjects in Ethiopia*" has been contributed by Mulugeta Atnafu and his colleagues from CEBS. The writers gathered both qualitative and quantitative data from 151 middle school science and mathematics teachers selected from two regional states and one city administration of Ethiopia. They found out that science and mathematics

teachers' knowledge, attitude and practices in implementing visualization techniques were below average, with no significant difference attributable to differences in gender, qualifications, and subject matter. This finding led to a recommendation that schools need to provide the appropriate tools for and training on how teachers implement visualization techniques. It was also recommended that textbooks and teachers' guides be revised by incorporating the appropriate visualization techniques.

The article, ***“Biology Teachers’ Metacognitive Awareness of Teaching: The Case of Biology Teachers in Postgraduate Diploma in Teaching Program”***, has been contributed by Habtamu Wodaj. It examines metacognitive awareness of biology teachers by assessing the awareness of 90 biology teachers enrolled in postgraduate diploma in teaching program. The study revealed that biology teachers have a high level of metacognitive awareness of teaching, with no significant difference attributable to differences in teachers' gender, bachelor degree program and teaching experience. It was thus concluded that, though there was a variation in some components of metacognition, biology teachers attending postgraduate program had high metacognitive awareness. The fourth paper deals with ***“Emergency Education in Sweden”*** with a focus on ***“Education for Newly Arrived Students”***. The article, contributed by Kerstin von Brömssen and her colleagues, reports part of a research project that investigated the learning and social inclusion conditions of ‘newly arrived students’ in Swedish primary schools. It starts by providing an interesting account of the Swedish migration context, the ‘migration crisis’ in 2015 and the changes in the Swedish reception system that took place soon thereafter; and moves on to ethnographic observations from Primary Schools of two specific perspectives in education, namely a perspective on ‘Framing of the day and the lesson’ and ‘Study tutoring in the mother tongue in regular teaching’. The study suggests that there is a strong need for supporting structures and structured social interaction as well as caring and empathy on the part of teachers to promote learning and social inclusion of newly arrived students.

The fifth article takes up an issue related to educational leadership. Denekew Zewdie investigated, in his study entitled ***“Staff Complaint Reasons and Handling Mechanisms: Sebeta Town Administration Education Office in focus, Oromia Regional State, Ethiopia”***, the nature of staff complaints and reasons thereof. Besides, the study examined ways of handling complaints. It was found out that complaints in the case studied emanated from four areas: the manner the organization is structured; the way of doing things (stringency and unfairness); individual differences and management related challenges. Despite the availability of formal committee at office level to deal with grievances, nearly all complaints failed to pass through this formal channel. The article ends by indicating the implications of the findings to educational policy and practice in Ethiopia.

Finally, the editorial team would like to take this opportunity to call upon all stakeholders (policy makers, staff of higher education institutions, graduate students, community-based organizations, civil society organizations, etc.) to use the Journal both as a source of information and platform to present their own views in one way or the other.

Aklilu Dalelo (Prof.)  
Editor-in-Chief