

Chapter 17

Challenges of Supervising Student Teachers Outside the Supervisor's Specialisation Domains: The Future of Multi-faith Approach in Primary Schools

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Abstract

The landscape of religious studies education in post-colonial Zimbabwe underwent a pivotal transformation in 2017. This was marked by an epistemological shift from a predominantly Christian, Biblical-centred curriculum to a multi-faith approach. This paradigm shift was particularly evident in the teacher education sector, where the Family, Religion, and Moral Education (FAREME) curriculum was introduced to prepare educators who could teach about the diverse religious traditions present in Zimbabwean society, rather than promoting a single faith-centred curriculum. This was an attempt to move away from “the danger of a single story” (Adichie, 2009), which in this case, was a re-telling of...