



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION

PRE-PRIMARY AND PRIMARY

**CHILD DEVELOPMENT AND PSYCHOLOGY
CURRICULUM DESIGN**

2024

First Published in 2021

Revised 2024

All rights reserved. No part of this document may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

TABLE OF CONTENT

TABLE OF CONTENT	i
INTRODUCTION	ii
REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE-PP&P)	iv
TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS	v
TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)	vi
NATIONAL GOALS OF EDUCATION.....	vii
LEVEL LEARNING OUTCOMES	ix
ESSENCE STATEMENT	x
GENERAL LEARNING OUTCOMES.....	x
STRAND 1.0 INTRODUCTION TO CHILD GROWTH AND DEVELOPMENT	1
STRAND 2.0 THEORIES OF GROWTH AND DEVELOPMENT	6
STRAND 3.0 THEORIES OF LEARNING	16
STRAND 4.0 GUIDANCE AND COUNSELLING.....	24

INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the student teacher to be able to effectively guide the learners at the Pre-Primary School and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the student teachers appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education

5. Educational Assessment
6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management

9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/
Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

ENTRY REQUIREMENTS

The entry requirements for the Diploma in Teacher Education at the Pre-Primary and Primary level (DTE–PP&P) shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent.

DURATION OF TRAINING

The duration for the DTE–PP&P shall be **three years**.

SUBJECTS OFFERED

The trainee undertaking the DTE–PP&P shall take **ALL** courses specified in the DPTE curriculum; which includes Professional Courses and learning areas (subjects) in Primary School Curriculum.

MICRO-TEACHING AND PRACTICUM

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

AWARD OF DIPLOMA

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary, the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student fails to meet the requirements for award of the Diploma in Teacher Education –Pre-Primary and Primary, he/she will be allowed to repeat the specific component or learning area failed.

GRADING

The **DTE–PP&P** shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TER M 2	TER M 3	TER M 4	TER M 5	TER M 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TE RM 8	TER M 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												PROFESSIONAL LEARNING AREAS (420 Hours)
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				24				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	414Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	30	30	36	30	30	30	186	30	300 Hours	300 Hours	+ CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children

to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8 Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for primary school learners in and out of the classroom
4. Apply inclusive practices to support all primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into lower secondary education.
8. Develop environmental conservation skills in primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

This course on Child Development and Psychology deals with how children grow physically, mentally, emotionally, and socially. An awareness of these facets relating to child psychology and development are crucial for a primary school teacher. By studying the various stages of early childhood and adolescent development, the teacher trainee would be equipped with knowledge about children's ability at different ages. The role of a primary school teacher should not just be supervision and provision of education to children but also to keep a watchful eye on their various aspects of development. This course is designed to equip and develop knowledge and skills that would enable the teacher trainee effectively guide the young learners. It provides knowledge on different aspects of growth and development of the child and the requirements at different stages of development. Additionally, it brings to the fore the fact that every child has different mental ability and learns at different pace levels. Child psychology helps the teacher to study the ability, interests, intelligence, and needs of the child as well as the different techniques of teaching for effective communication. The inclusion of this course to teacher preparation will raise both the competence and profile of teachers as professionals.

GENERAL LEARNING OUTCOMES

By the end of the course the primary school teacher trainee should be able to:

1. Analyse major developmental milestones of children in the areas of physical, cognitive, and emotional development
2. Compare and contrast various theoretical frameworks that relate to the study of human development
3. Evaluate the effectiveness of child development theories in terms of their practical applications in learning.
4. Analyse the effect of biological, environmental and cultural influences on development of children.
5. Apply appropriate theoretical approaches when analysing aspects of child growth and development

STRAND 1.0 INTRODUCTION TO CHILD GROWTH AND DEVELOPMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Introduction to Child Growth and Development	1.1 Concepts in Child Growth and Development (5 hours)	By the end of the sub strand the teacher trainee should be able to: a) examine terminologies related to child growth and development, b) analyse the brain development in children from 0- 5 years, c) illustrate the responsibilities of caregivers in promoting normal brain development, d) recognise the concepts of growth and development of children in the learning process.	Teacher trainee to: <ul style="list-style-type: none"> ● search and discuss the information on terminologies (<i>growth, development, personality, memory, intelligence, attitude, motivation, emotions, learning, physical, cognitive, social, and emotional development in children</i>) related to child growth and development. Share findings in class, ● study and brainstorm brain development in children from 0-5 years. (<i>factors that influence, and process</i>), ● simulate the role of caregivers in enhancing normal brain development, ● watch a demonstration or an 	<ol style="list-style-type: none"> 1. Why is it important for a teacher to study child growth and development? 2. How do caregivers enhance normal brain development?

			audio visual clip on care of young children in different contexts such as crèches.	
<p>Core Competencies to be developed: Digital literacy skills: Teacher trainee demonstrates digital literacy skills as they search for information on terminologies related to child growth and development.</p>				
<p>Values: Responsibility: Teacher trainee engages in assigned roles and duties while simulating on the roles of caregivers in enhancing normal brain development.</p>				

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to examine terminologies related to child growth and development,	Clearly examines terminologies related to child growth and development,	Examines terminologies related to child growth and development,	Partially examines terminologies related to child growth and development,	Requires assistance to examine terminologies related to child growth and development,
Ability to analyse the brain development in	Comprehensively analyses the brain development in	Analyses the brain development in children from 0- 5	Analyses the brain development in children from 0- 5	Analysis made on the brain development in children from 0- 5

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
children from 0- 5 years,	children from 0- 5 years.	years.	years that require clarity.	years require clarity.
Ability to illustrate the responsibilities of caregivers in promoting normal brain development.	Accurately illustrates the responsibilities of caregivers in promoting normal brain development.	Illustrates the responsibilities of caregivers in promoting normal brain development.	Illustrates few responsibilities of caregivers in promoting normal brain development.	Inaccurately illustrates the responsibilities of caregivers in promoting normal brain development.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Introduction to Child Growth and Human Development	1.2 Domains of Human Development (6 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) examine changes in children from infancy to adolescence, b) evaluate factors influencing child growth and development, c) illustrate the characteristics of children from infancy to adolescence, d) acknowledge the effect of developmental changes on children's learning process. 	<p>Teacher trainee to:</p> <ul style="list-style-type: none"> ● search and discuss the information on changes (<i>biological, cognitive, physical, socio-emotional</i>) in children from infancy to adolescence (<i>infants, toddlers, pre-schoolers, school age (age 6-10) and adolescents</i>) Share findings in class, ● study and brainstorm the factors that influence child growth and development (<i>biological factors - genetic inheritances, brain chemistry, hormone levels, nutrition, and gender; environmental factors; socio-cultural factors; role of play; care of children</i>), ● demonstrate the traits of children (ages 0-12) that influence the learning process. 	<p>How do developmental changes vary across stages from childhood to adolescence?</p>

Core Competencies to be developed:

Pedagogical Content Knowledge: Teacher trainee demonstrates appreciation of the experience, as they watch an audiovisual clip or a demonstration on care of young children in different contexts.

Values:

Unity: Teacher trainee collaborate with others as they demonstrate the traits of children (ages 0-12) that influence the learning process.

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to examine changes in children from infancy to adolescence.	Comprehensively examine changes in children from infancy to adolescence.	Analyses changes in children from infancy to adolescence.	Partially analyses changes in children from infancy to adolescence.	Leaves out many details in analyses of changes in children from infancy to adolescence.
Ability to evaluate factors influencing child growth and development.	Comprehensively evaluate factors influencing child growth and development.	Evaluates factors influencing child growth and development.	Evaluates some factors influencing child growth and development.	Omits many details when evaluating factors influencing child growth and development.
Ability to illustrate the characteristics of children from infancy to adolescence	Distinctively illustrates the characteristics of children from infancy to adolescence	Illustrates the characteristics of children from infancy to adolescence	Illustrates some characteristics of children from infancy to adolescence	Illustrates unclear characteristics of children from infancy to adolescence.

STRAND 2.0 THEORIES OF GROWTH AND DEVELOPMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Theories of Growth and Development	2.1 Personality Development (5 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> examine personality development in relation to child growth and development, apply psychoanalytic theory in the development process of children, propose the personality development challenges experienced by learners, appreciate the role of theories of personality in children's learning process. 	Teacher trainee to: <ul style="list-style-type: none"> study and discuss the information on <i>structures, theories, types, and personality traits</i> according to psychoanalytic theory (Sigmund Freud). Share your findings in class, create a scenario to act out different situations aligned to psychoanalytic theory. Reflect and share results in class, brainstorm and identify the personality development challenges experienced by learners. 	Why should a teacher study personality development theories?
<p>Core Competencies to be developed:</p> <p>Creativity and innovation: Teacher trainee creates a conducive learning environment and displays a scenario to act out different situations aligned to psychoanalytic theory.</p>				

Values

Love: Teacher trainee displays respect as they brainstorm the personality development challenges experienced by learners.

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to examine personality development in relation to child growth and development.	Clearly examines personality development in relation to child growth and development.	Examines personality development in relation to child growth and development.	Partially examines personality development in relation to child growth and development.	Examines personality development in relation to child growth and development with details that require clarity.
Ability to apply psychoanalytic theory in the development process of children	Comprehensively applies psychoanalytic theory in the development process of children,	Applies apply psychoanalytic theory in the development process of children.	Omits some details when applying psychoanalytic theory in the development process of children.	Omits many details when applying psychoanalytic theory in the development process of children.
Ability to propose the personality development challenges experienced by learners	Accurately proposes the personality development challenges experienced by learners.	Proposes the personality development challenges experienced by learners.	Proposes few personality development challenges experienced by learners that are inaccurate.	Many proposed personality development challenges experienced by learners require clarity.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Theories of Growth and Development	2.2 Cognitive development (6 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse theories of cognitive development in relation to child growth and development, b) apply the principles of cognitive development theories to enhance learning in children, c) appreciate the role of cognitive development theories in the child development process.	Teacher trainee to: <ul style="list-style-type: none"> • investigate the information on <i>structures, theories, types, and traits in Cognitive development theory (Jean Piaget’s and Vygotsky stages of development)</i>. share their findings in class, • design activities that can be used to enhance cognitive development in young children and present in class, • share a case study, experiences, or documentaries on the principles of cognitive development theories. 	Why should a teacher study cognitive development theories?

Core competencies to be developed:

Critical thinking and Problem Solving: Teacher trainee facilitates exploring new ways of doing things as they design activities that can be used to enhance cognitive development in young children.

Values:

Integrity: Teacher trainee applies laid down procedures as they investigate the principles of cognitive development theories to enhance learning in children.

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to analyse theories of cognitive development in relation to child growth and development.	Comprehensively analyses theories of cognitive development in relation to child growth and development.	Analyses theories of cognitive development in relation to child growth and development.	Analyses few theories of cognitive development in relation to child growth and development that require clarity.	All theories of cognitive development analysed in relation to child growth and development require clarity.
Ability to apply the principles of cognitive development theories to enhance learning in children.	Comprehensively applies the principles Cognitive development theories to enhance learning in children.	Applies the principles of cognitive development theories to enhance learning in children.	Leaves out some details when applying principles of cognitive development theories to enhance learning in children	Leaves out many details when applying principles of cognitive development theories to enhance learning in children

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Theories of Growth and Development	2.3 Language development (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse language development in children, b) apply the principles of language development theory to enhance acquisition of language in children, c) examine factors that influence language development in children, d) appreciate the role of language development theories in promoting acquisition of language in children.	Teacher trainee to: <ul style="list-style-type: none"> ● study and reflect on the stages of the theory of language development and write a paper (<i>B.F. Skinner</i>), ● discuss and present how children develop language in reference to the principles of language development, ● create and demonstrate a practical classroom strategy such as interactive storytelling, group discussions or debates on principles of language development theory, ● design and model learning resources that enhance language development in children. 	<ol style="list-style-type: none"> 1. Why should a teacher study language development theory? 2. How can learners improve their speaking, listening and writing skills?
<p>Core- competencies to be developed: Learning to learn and reflective practice: Teacher trainee develops reflective skills in learning as they study and reflect on the stage of theory of language development.</p>				

Values: Unity:

Teacher trainee appreciates the effort of one another as they design and model learning resources that enhance language development in children.

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to analyse language development in children.	Critically analyses language development in children.	Analyses language development in children.	Leaves out many details when analysing language development in children.	Leaves out many details when analysing language development in children.
Ability to examine factors that influence language development in children.	Accurately examines factors that influence language development in children.	Examines factors that influence language development in children.	Examines few factors that influence language development in children that are inaccurate.	Many factors that influence language development in children are inaccurately examined.
Ability to apply the principles of language development theory to enhance acquisition of language in children	Extensively applies the principles of language development theory to enhance acquisition of language in children.	Applies the principles of language development theory to enhance acquisition of language in children.	Applies few principles of language development theory to enhance acquisition of language in children.	All principles of language development theory applied have scanty details..

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Child Growth and Human Development	2.4 Psychosocial Development (5 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse theories of psychosocial development in children, b) apply the principles of psychosocial development theories to promote children's learning process, c) appreciate the significance of psychosocial development theories in enhancing social behaviour among learners.	Teacher trainee to: <ul style="list-style-type: none"> ● investigate information on the stages of psychosocial theory of development (<i>Erik Erickson</i>), ● discuss and present stages of psychosocial theory of development and how to apply it in learning to young children, ● conduct a game of charades by acting out different simple emotions and scenarios related to the psychosocial stages. 	How can teachers use psychosocial development theory to support children's learning?

Core- competencies to be developed:

Pedagogical content knowledge: Teacher trainee displays understanding of psychosocial theory of development as they investigate information on its stages.

Values:

Responsibility: Teacher trainee offers leadership and guidance to others as they conduct a game of charades by acting out different simple emotions and scenarios related to the psychosocial stages.

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to analyse theories of psychosocial development in children.	Exhaustively analyse theories of psychosocial development in children.	Analyse theories of psychosocial development in children.	Partially analyse theories of psychosocial development in children.	Leaves out many details when analysing theories of psychosocial development in children.
Ability to apply the principles of psychosocial development theories to promote children's learning process.	Comprehensively applies the principles of psychosocial development theories to promote children's learning process.	Partly applies the principles of psychosocial development theories to promote children's learning process.	Omits many details when applying principles of psychosocial development theories to promote children's learning process.	Applies unclear principles of psychosocial development theories applied to promote children's learning process.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
2.0 Theories of Growth and Development	2.5 Moral Development (5 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse moral development theory in relation to child growth and development, b) apply the principles of moral development theory to enhance learning in children, c) recognize the importance of moral development theory in children's learning.	Teacher trainee to: <ul style="list-style-type: none"> ● study and write a report on how children develop acceptable moral behaviour (<i>Lawrence Kolberg theory</i>), ● design activities that can be used to enhance moral development in young children, ● organise a classroom activity that aligns with the moral development theory. 	Why should a teacher study moral development theory?
<p>Core- competencies to be developed: Creativity and Innovation: Teacher trainee makes work interesting for themselves and others around them as they organise a classroom activity that aligns with the moral development theory.</p>				
<p>Values: Peace: Teacher trainee observes respect for self and others as they discuss the principles of moral development theory and presentation.</p>				

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to analyse moral development theory in relation to child growth and development.	Clearly analyses moral development theory in relation to child growth and development.	Analyses moral development theory in relation to child growth and development.	Partially analyses moral development theory in relation to child growth and development.	Leaves out many details when analysing moral development theory in relation to child growth and development .
Ability to apply the principles of moral development theory to enhance learning in children.	Distinctively applies the principles of moral development theory to enhance learning in children.	Applies the principles of moral development theory to enhance learning in children.	Applies few theories of cognitive development in relation to child growth and development that require clarity.	All theories of cognitive development analysed in relation to child growth and development require clarity.

STRAND 3.0 THEORIES OF LEARNING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Theories of Learning	3.1 Cognitive theories of Learning (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) analyse cognitive theories in relation to learning, b) apply the principles of cognitive theories of learning as used to enhance learning in children, c) appreciate the role of theories of cognitive learning in the learning process.	Teacher trainee to: ● study and discuss how principles of cognitive theories of learning (Jean Piaget's process of learning) enhance learning in children, ● create age-appropriate activities and materials that engage children in manipulation, problem-solving and critical thinking. Showcase them in the class.	How can a teacher use cognitive learning theories to enhance learning?
<p>Core- competencies to be developed: Pedagogical content knowledge: Teacher trainee demonstrates knowledge and capability as they create show-case age-appropriate activities and materials that engage children in manipulation, problem-solving and critical thinking.</p>				
<p>Values: Patriotism: Teacher trainee is conscious of his/her social and moral duties as they report factors influencing learning in children.</p>				

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to analyse cognitive theories in relation to learning.	Exhaustively analyses cognitive theories in relation to learning.	Analyses cognitive theories in relation to learning.	Analyses cognitive theories in relation to learning leaving out few details.	Analyses few cognitive theories in relation to learning but leaves out many details.
Ability to apply the principles of cognitive theories of learning as used to enhance learning in children.	Comprehensively applies the principles of cognitive theories of learning as used to enhance learning in children.	Apply the principles of cognitive theories of learning as used to enhance learning in children.	Applies some principles of cognitive theories of learning as used to enhance learning in children, that require clarity.	All the principles of cognitive theories of learning applied to enhance learning in children, require clarity.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Theories of Learning	3.2 Motivational Theories of Learning (4 hours)	By the end of the sub strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) examine the types of motivation and their relevance to learning, b) apply different types of motives and motivation to stimulate learning, c) recognise the importance of types motives and motivation in learning. 	Teacher trainee to: <ul style="list-style-type: none"> ● use ICT devices and print media to research on types of motives and their implications on learning and report the findings in plenary, ● brainstorm the types of motives (primary, stimulus and social motives), motivation (<i>Abraham Maslow's extrinsic and intrinsic motivation</i>) how they relate to learning, ● participate in a case study analysis, reviewing scenarios that showcase intrinsic and extrinsic motivators. ● discuss the effect of motivation on learning for young children. ● develop a motivation plan that integrates both intrinsic and extrinsic motivators tailored to different student profiles with 	<ol style="list-style-type: none"> 1. How can Maslow's theory of motivation be applied to cater for individual differences in learning? 2. What are the implications of different types of motives to learning?

			<ul style="list-style-type: none"> varying needs and interests, organise a role-play to simulate different classroom dynamics that cater to social motives. 	
<p>Core- Competencies to be developed: Digital Literacy: Teacher trainee access the internet for digital information as they use ICT devices to research on types of motives and their implications on learning.</p>				
<p>Values: Responsibility: Teacher trainee engages in assigned roles and duties as they organise a role-play to simulate different classroom dynamics that cater to social motives.</p>				

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to examine the types of motivation and their relevance to learning.	Extensively examines the types of motivation and their relevance to learning.	Examines the types of motivation and their relevance to learning.	Examine some types of motivation and partial relevance to learning.	Examines the types of motivation and their relevance to learning with many errors that require clarity.
Ability to apply different types of motives and motivation to stimulate learning,	Distinctly applies different types of motives and motivation to stimulate learning.	Applies different types of motives and motivation to stimulate learning.	Applies some different types of motives and motivation to stimulate learning	All types of motives and motivation to stimulate learning applied, require clarity.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Theories of Learning	3.3 Operant Conditioning (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) describe the principles of operant conditioning theory and its relevance in learning, b) demonstrate operant conditioning theory in a learning environment, c) appreciate the principles of operant conditioning theory in learning.	Teacher trainee to: <ul style="list-style-type: none"> ● search and write a report on principles of operant conditioning by B.F. Skinner and its application in learning to cater for individual differences among learners, ● organise a debate on the application of operant conditioning theory in learning, ● watch a documentary or video clip on how the operant conditioning theory enhances learning, ● create a scenario to act out different situations aligned to the principles of operant conditioning theory. Critique the presentations in class. 	How can a teacher apply the principles of operant conditioning to encourage learning among demotivated learners?
<p>Core Competencies to be developed: Pedagogical content knowledge: Teacher trainee organises the content into effective learning as they participate in a debate on the application of operant conditioning theory during learning.</p>				

Values: Respect: Teacher trainee understands and appreciates others as they create a scenario to act out different situations aligned to the principles of operant conditioning theory.

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to describe the principles of operant conditioning theory and its relevance in learning.	Gives an in depth description of principles of operant conditioning theory and its relevance in learning.	Describes principles of operant conditioning theory and its relevance in learning.	Describes some principles of operant conditioning theory and its relevance in learning and gives a few details.	Describes some principles of operant conditioning theory and its relevance in learning with many distorted details.
Ability to demonstrate operant conditioning theory in a learning environment.	Comprehensively demonstrates operant conditioning theory in a learning environment.	Demonstrates operant conditioning theory in a learning environment.	Partially demonstrates operant conditioning theory in a learning environment.	Demonstrates operant conditioning theory in a learning environment with details that distort meaning.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Theories of Learning	3.4 Classical Conditioning (4 hours)	By the end of the sub strand, the teacher trainee should be able to: a) describe the principles of classical conditioning theory and its relevance in learning,, b) demonstrate classical conditioning theory in a learning environment, c) appreciate the principles of classical conditioning theory and its relevance in learning.	Teacher trainee to: <ul style="list-style-type: none"> ● study and discuss principles of classical conditioning by <i>Ivan Pavlov</i> and its application in learning to cater for individual differences among learners, ● organise a debate on the pros and cons on classical conditioning theory in learning, ● study and reflect on a case study or documentaries on the principles of classical conditioning. Write a report and present, ● design activities and resources that can be used to embrace the principles of classical conditioning in learning. 	What role does the principles of classical conditioning theory play in the learning process?

Core Competencies to be developed:

Citizenship and Leadership: Teacher trainee interacts successfully and respectfully with others as they design activities and resources that can be used to embrace the principles of classical conditioning in learning.

Values:

Integrity: Teacher trainee is committed to assigned duty as they study, reflect and write a report on a case study or documentaries on the principles of classical conditioning.

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to describe the principles of classical conditioning theory and its relevance in learning.	Gives an in depth description of principles of classical conditioning theory and its relevance in learning.	Describes principles of classical conditioning theory and its relevance in learning.	Partially describes some principles of classical conditioning theory and its relevance in learning.	Describes principles of classical conditioning theory and its relevance in learning with scanty distorted details.
Ability to demonstrate operant conditioning theory in a learning environment.	Comprehensively demonstrates operant conditioning theory in a learning environment.	Demonstrates operant conditioning theory in a learning environment.	Leaves out some details when applying different types of motives and motivation to stimulate learning.	Leaves out many details when applying different types of motives and motivation to stimulate learning

STRAND 4.0 GUIDANCE AND COUNSELLING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
4.0 Guidance and Counselling	4.1 Overview of Guidance and Counselling (5 hours)	By the end of sub strand the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe the importance of guidance and counselling to the learner, b) examine socio-emotional and psychological issues c) examine guidance and counselling theories and their relevance to learning, d) appreciate the guidance and counselling in assisting learners to manage emotional and psychological issues. 	Teacher trainee to: <ul style="list-style-type: none"> ● use ICT devices and print media to find information on guiding and counselling and the importance of guidance and counselling to young children, ● use documentary, case studies, or share experiences to differentiate between guidance and counselling, ● investigate and write a report on ways of handling challenges young children face during learning ● brainstorm causes of socio-emotional and psychological issues (<i>anger, grief, depression, anxiety and stress</i>) and how they affect young learners, ● role play a session to act out 	What distinguishes guidance from counselling?

			different situations aligned to counselling theories. Record and showcase the results. (<i>person-centred theory- Carl Rogers and Cognitive behavioural therapy by Aaron Beck</i>).	
<p>Core Competencies to be developed: Self-efficacy: Teacher trainee reflects confidence as they role play, record and showcase a session to act out different situations aligned to counselling theories.</p>				
<p>Values: Respect: Teacher trainee accommodates diverse opinions as they brainstorm causes of socio-emotional and psychological issues and how they affect young learners,</p>				

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to describe the importance of guidance and counselling for the learner.	Clearly describes the importance of guidance and counselling for the learner.	Describes the importance of guidance and counselling for the learner.	Partially describes the importance of guidance and counselling for the learner.	Vaguely describes the importance of guidance and counselling for the learner.

Performance Indicators	Exceeds Expectation	Meet Expectation	Approaching Expectation	Below Expectation
Ability to examine socio-emotional and psychological issues.	Distinctively examines socio-emotional and psychological issues.	Examines socio-emotional and psychological issues.	Partly examines socio-emotional and psychological issues.	All socio-emotional and psychological issues examined require clarity.
Ability to examine guidance and counselling theories and their relevance to learning.	Accurately examines guidance and counselling theories and their relevance to learning.	Examines guidance and counselling theories and their relevance to learning.	Examines few guidance and counselling theories and their relevance to learning.	Many guidance and counselling theories and their relevance to learning are inaccurately examined.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Guidance and Counselling	4.2. Qualities of an Effective Teacher Counsellor (3 hours)	By the end of sub strand the teacher trainee should be able to: a) describe the qualities of an effective teacher counsellor, b) analyse counselling in relation to the learning process, c) apply the counselling skills required during the learning process, d) value an effective teacher counsellor in relation to the learning process.	Teacher trainee to: <ul style="list-style-type: none"> ● use ICT devices and print media to search information and research further on the qualities of an effective teacher counsellor, ● brainstorm the basic counselling (<i>techniques, skills, types</i>) and write a report, ● organise a role play depicting qualities of an effective teacher counsellor. Critique the presentations. 	What key qualities make an effective teachers counsellor?
<p>Core Competencies to be developed: Learning to learn and Reflective Practice:Teacher trainee appreciates the design of an effective counselling program that reflects on management strategies for addressing emotional and psychological challenges in young children</p>				
<p>Values: Unity : Teacher trainee strives to achieve common goals as they organise and critique a role play depicting qualities of an effective teacher counsellor..</p>				

Suggested Formative Assessment Rubrics

Performance Indicators	Exceeds Expectation	Meets Expectation	Approaching Expectation	Below Expectation
Ability to describe the qualities of an effective teacher counsellor.	Describes the qualities of an effective teacher counsellor correctly.	Describes the qualities of an effective teacher counsellor.	Describes some of the qualities of an effective teacher counsellor.	Describes the qualities of an effective teacher counsellor with incorrect details.
Ability to analyse counselling in relation to the learning process.	Extensively analyses counselling in relation to the learning process.	Analyses counselling in relation to the learning process.	Partially analyses counselling in relation to the learning process.	Vaguely analyses counselling in relation to the learning process, with distorted details.
Ability to apply the counselling skills required during the learning process.	Distinctly applies the counselling skills required during the learning process.	Applies the counselling skills required during the learning process.	Leaves out some details when applying the counselling skills required during the learning process.	Vaguely applies the counselling skills required during the learning process leaving out many details.