



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

**DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY AND PRIMARY**

CURRICULUM STUDIES CURRICULUM DESIGN

2024

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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 teacher trainee to be able to effectively guide the learners at the Pre-Primary 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 teacher trainees 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 – Pre-Primary and Primary 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 Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and 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 the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), 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 teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	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 PROGRAMME
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				30				
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	420Hrs				

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	24	34	34	35	29	30	186	30	Practicum 300 Hours	Practicum 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	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				

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

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

1. Model appropriate behaviour and values for Pre-Primary and 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 Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and 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 Junior School.
8. Develop environmental conservation skills in Pre-Primary and 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

Curriculum refers to all planned programmes that facilitate formal, non-formal and informal learning. Curriculum guides the process of education for individual growth and development to contribute to the well-being of the society. This curriculum studies course is a dynamic learning area that prepares the teacher trainee to formulate learning outcomes, analyze the teaching methods, learning experiences and forms of assessments necessary for effective learning. It enables a teacher trainee to apply learning strategies that embrace theoretical foundations in curriculum and use the acquired competencies to research, design, implement, assess and disseminate innovative educational practices in various contexts in line with and the National Goals of Education. The Constitution of Kenya (2010) provides the values that Kenyans should uphold in order to achieve a stable and progressive nation. The values stated in the Constitution include responsibility, respect, excellence, care and compassion, understanding and tolerance, honesty and trustworthiness, trust, and being ethical. Teacher training and professional development should help teacher trainee to understand the underlying principles, aims and approaches to values-based education, so as to demonstrate the positive values, attitudes and behavior that they expect from their pupils. The Teacher Education Curriculum Framework adopts the values- based approach that will create learning opportunities within the formal, non-formal and informal curriculum dimensions to inculcate the desired values in all learners.

Nurturing values for character formation and development of skills among learners is important to the socio-economic development and stability of the country. Parental Empowerment and Engagement (PEE) is an important aspect of learning in CBC. Parents need to be engaged in a number of activities that learners participate in at school and other programmes. Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience and learn from the community. . The course also gives teacher trainees a good grounding on Pertinent and Contemporary Issues (PCIs) which are current and of concern in society. The BECF calls for the mainstreaming of PCIs based on experiential learning founded on an inquiry based approach and anchored on values aimed at enhancing character formation.

GENERAL LEARNIG OUTCOMES

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

1. Utilise curriculum theories, principles and models in designing appropriate learning experiences for effective implementation of the CBC.
2. Create curriculum innovations to respond to the varied needs, abilities and interests of learners in tandem with the changing needs of the society
3. Interpret curriculum frameworks and designs to ensure proper implementation and achievement of intended outcomes in CBC.
4. Carry out monitoring and evaluation of the curriculum using appropriate techniques and tools to provide feedback to relevant stakeholders.
5. Integrate core competencies, pertinent and contemporary issues and values in the learning process
6. Engage with parents and communities to improve learning outcome

STRAND 1.0 CURRICULUM DEVELOPMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Curriculum Development	1.1 Background to Curriculum Development (4hrs)	By the end of the sub strand, the teacher trainee should be able to; a) examine the concepts and terminologies used in curriculum studies, b) explore the various types of curricula, c) discuss elements of a school curriculum, d) analyse the 21 st century skills as applied to Competency Based Curriculum, e) appreciate importance of curriculum studies to teachers.	The teacher trainee to: <ul style="list-style-type: none"> • define concepts and terminologies such as; education, curriculum, school, CBC, curriculum design as used in curriculum studies, • use digital devices to search and present on types of curriculum like formal, hidden, null, • discuss the importance of competency based curriculum in relation to the 21st century skills • debate on importance of curriculum studies to a teacher trainee. • research and write a paper on the types of curriculum, 	<ol style="list-style-type: none"> 1. Why is the knowledge of curriculum studies important to a teacher trainee? 2. How do you integrate different types of curriculum for maximum learning?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration is enhanced as they debate on importance of curriculum studies to a teacher trainee. • Digital literacy as trainees use digital devices to search and present on types of curriculum 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity and peace as they embrace social cohesion demonstrated through teamwork and class presentations. 				

- Responsibility as they search for information using digital devices

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets expectations	Approaches Expectations	Below Expectations
Ability to examine key concepts and terminologies used in curriculum studies.	Creatively examines the key concepts and terminologies used in curriculum studies.	Examines the key concepts and terminologies used in curriculum studies	Examines some the key concepts and terminologies used in curriculum studies	Examines any one key concepts of terminology used in curriculum
Ability to discuss elements of a school curriculum	Analyses unique and new elements of a school curriculum.	Analyses all the main elements of a school curriculum.	Analyses three elements of a school curriculum	Analyses less than three elements of a school curriculum.
Ability to explore the various types of curricula.	Explores more than four main types of curricula.	Explores the four main types of curricula.	Explores three types of curricula	Explores less than three types of curricula.
Ability to analyse the 21 st century skills as applied to Competency Based Curriculum.	Analyses with examples the importance of a CBC in relation to 21 st Century skills.	Analyses the importance of a CBC in relation to 21 st Century skills.	Analyses some importance of a CBC without showing the relationship to 21 st Century skills.	Needs assistance to analyses the importance of CBC in relation to 21 st Century skills.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Curriculum Development	1.2 Dimensions of a School Curriculum (4hrs)	By the end of the sub strand, the teacher trainee should be able to: a) analyse the dimensions of curriculum applied in curriculum designs, b) incorporate the different dimensions of curriculum in teaching and learning, c) appreciate the role of each of the dimensions in the school context.	The teacher trainee to: <ul style="list-style-type: none"> • compare and contrast contributions of various curriculum dimensions.e.g formal, non- formal, informal, emerging, • brainstorm on learning experiences that illustrate the different dimensions of curriculum from specific designs, • engage in co-curricular activities, • make presentations on importance of the various dimensions of curriculum using digital media. 	<ol style="list-style-type: none"> 1. Why is it important to use different dimensions of a curriculum in the learning process? 2. How do you apply various dimensions of curriculum in the learning process?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Reflective practice as the teacher trainees compare and contrast the various dimensions of a curriculum, • Creativity and Innovation as teacher trainee’s develop activities that apply to different dimensions of learning in schools, • Critical thinking and Problem Solving as they brainstorm on learning experiences that illustrate the different dimensions of curriculum from specific design 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets expectations	Approaches Expectations	Below Expectations
Ability to analyse the dimensions of curriculum applied in curriculum design.	Analyses the four dimensions of curriculum applied in curriculum designs and gives unique examples.	Analyses the four dimensions of curriculum applied in curriculum designs	Analyses three dimensions of curriculum applied in curriculum designs.	Analyses less than three dimensions of curriculum applied in curriculum designs.
Ability to incorporate the different dimensions of curriculum in teaching and learning.	Creatively and innovatively incorporates the different dimensions of curriculum in teaching and learning.	Creatively incorporates the different dimensions of curriculum in teaching and learning.	Incorporates the different dimensions of curriculum in teaching and learning.	Incorporate different dimensions of curriculum in teaching and learning with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Curriculum Development	1.3 Foundations of Curriculum (3hrs)	By the end of the sub strand, the trainee should be able to; a) analyse philosophical ideas and principles that guide curriculum development, b) explore sociological factors that influence curriculum development, c) Demonstrate an understanding of the role of psychology in curriculum development, d) trace the influence of the historical foundations on curriculum development, e) appreciate the importance of considering various foundations in curriculum development.	The teacher trainee to: <ul style="list-style-type: none"> ● brainstorm on the various philosophical ideas and principles that guide curriculum. ● discuss the sociological factors that inform curriculum development. ● Organise content for inclusive classrooms and make a plenary presentation. ● discuss the historical foundations of curriculum, ● write an essay on personal philosophy of teaching and on the importance of considering the various foundations of curriculum. 	Why is it important to consider the various foundations of curriculum?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn and Reflective practice as trainees analyse the philosophical ideas and principles that guide curriculum development. 				

- Self-Efficacy as the teacher trainees interact and make plenary presentations.
- Critical thinking as they brainstorm on the various philosophical ideas and principles that guide curriculum.

Values

- Respect for each other as they brainstorm on the importance of considering the various foundations of curriculum when developing a curriculum
- Unity as they discuss the sociological and historical factors that inform curriculum development.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse philosophical ideas that underpin curriculum development	Analyses more than four philosophical ideas that underpin curriculum development giving relevant examples.	Analyses the four main philosophical ideas that underpin curriculum development.	Analyses three philosophical ideas that underpin curriculum development.	Analyses less than three philosophical ideas that underpin curriculum development.
Ability to explore sociological factors that influence curriculum development.	Explores in details the sociological factors that influence curriculum development and illustrates.	Explores in details the sociological factors that influence curriculum development.	Explores some sociological factors that influence curriculum development.	Explores a few sociological factors that influence curriculum development with encouragement.
Ability to demonstrate an understanding of the role of	Examines in full details the role of psychological foundation in	Examines in full details the role of psychology in curriculum development	Examines in some details the role of psychology in curriculum	Examines the role of psychology in curriculum development with

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
psychology in curriculum development.	curriculum development and provides examples.		development.	errors.
Ability to trace the influence of the historical foundations on curriculum development.	Discusses extensively the historical foundations of curriculum beyond the documented ones.	Discusses extensively the historical foundations of curriculum Development.	Discusses historical foundations of curriculum.	Discusses historical foundations of curriculum with challenges.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Curriculum Development	1.4 Theories, Models and Principles of Curriculum Development (5hrs)	By the end of the sub strand, the teacher trainee should be able to; <ol style="list-style-type: none"> Analyse the main theories of curriculum development, justify the use of models in curriculum development, compare elements of curriculum from specific curriculum models, apply the principles of curriculum development in lesson planning, appreciate the contributions of curriculum theories and models in guiding curriculum development. 	The teacher trainee to: <ul style="list-style-type: none"> discuss the importance of the various theories in curriculum development write an argumentative essay on the importance of models (Tyler, Taba, Wheeler, Oluoch, KICD) in curriculum development, critique the model used in development of a given curriculum, develop a sample lesson plan and present to peers, illustrate how the principles are applied in a sample curriculum. 	<ol style="list-style-type: none"> How do curriculum theories and models guide the curriculum development process? How are the principles of Curriculum Development applied in CBC?
<p>Core competences developed:</p> <ul style="list-style-type: none"> Pedagogical Content Knowledge as the trainees examine principles, theories and models of curriculum development and apply them when designing learning experiences. Self-Efficacy as trainees write and present a sample curriculum. Creativity and innovation as trainees design a sample curriculum. Communication and collaboration as trainees work together in groups sharing experiences and making presentations. Critical thinking and problem solving as they critique application of the principles of curriculum development in the 				

sample curricula developed

Values:

- Unity as trainees discuss in groups the theories, models and principles of curriculum development
- Co-operation as trainees work in groups.
- Responsibility as trainees work on individual segments of the group work questions.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to analyse the main theories of curriculum development.	Analyses in great details theories of curriculum development using examples.	Analyses in great details theories and of curriculum development.	Analyses in details theories of curriculum development.	Analyses theories of curriculum development with challenges.
Ability to justify the use of models in curriculum development.	Accurately justifies the use of more than five models in curriculum development.	Accurately justifies the use of the selected five models in curriculum development.	Justifies the use of at least three models in curriculum development.	Justifies the use of less than three models in curriculum development.
Ability to compare elements of curriculum from specified curriculum models.	Broadly and accurately compares the elements of curriculum from specified models using illustrations.	Broadly and accurately compares the elements of curriculum from specified models.	Accurately compares the elements of curriculum from specified models.	Compares the elements of curriculum from specified models with encouragement.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to apply the principles of curriculum development in lesson planning.	Confidently and correctly applies the principles of curriculum development in lesson planning.	Correctly applies the principles of curriculum development in lesson planning.	Correctly applies the principles of curriculum development in lesson planning.	Applies the principles of curriculum development in lesson planning with support.
Ability to design a sample curriculum using the elements of curriculum.	Skillfully and creatively designs a sample curriculum using all the elements of a curriculum.	Creatively designs a sample curriculum using all the elements of curriculum.	Designs a sample curriculum using at least three elements of curriculum.	Designs a sample curriculum using less than three elements of curriculum.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Suggested Key inquiry question(s)
1.0 Curriculum Development	1.5 Curriculum Development Cycle (6hrs)	By the end of the sub strand, the teacher trainee should be able to; a) analyse the KICD curriculum development cycle, b) examine the roles of different stakeholders involved in the curriculum development cycle, c) appreciate the importance of each stage of curriculum development process..	The teacher trainee to: <ul style="list-style-type: none"> • discuss the KICD curriculum development cycle, • brainstorm on the rationale of each of the stages of the curriculum development cycle. • illustrate graphically the curriculum development cycle. • describe the roles of different stakeholders involved in the curriculum development process. 	<ol style="list-style-type: none"> 1. What is the relevance of each of the stages of curriculum development cycle? 2. What roles are played by different stakeholders during the curriculum development process?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking as trainees brainstorm on the rationale of each stage of the curriculum development cycle. • Communication and collaboration as trainees discusses the KICD curriculum development cycle, • Citizenship and leadership as trainees discusses the KICD curriculum development cycle, • Creativity and innovation as the trainee illustrates graphically. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect as trainees listen to each other’s opinion during brainstorming • Unity as trainees gets involved in class discussions on the rationale of each stage of curriculum development cycle. • Patriotism as trainees discuss and appreciate the KICD curriculum development cycle. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyse the KICD curriculum development cycle.	Distinctively and creatively analyses the KICD curriculum development cycle and suggests improvement.	Distinctively and creatively analyses the KICD curriculum development cycle.	Creatively analyses the KICD curriculum development cycle.	Struggles to analyse the KICD curriculum development cycle.
Ability to examine roles of different stakeholders involved in the curriculum development process.	Thoroughly examines roles of different stakeholders involved in the curriculum development process and suggests ways of improving participation.	Thoroughly examines the roles of different stakeholders involved in the curriculum development process.	Examines some roles played by stakeholders in the curriculum development process.	Examines roles of stakeholders involved in the curriculum development process with prompts.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Curriculum Development	1.6 Curriculum Design (8hrs)	By the end of the sub strand, the teacher trainee should be able to; a) discuss different components of curriculum designs, b) analyse the components of a curriculum design, c) develop scope and sequence chart in curriculum design, d) appreciate the need of a curriculum design in learning.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm on the different components of curriculum designs. • discuss components of a curriculum design, • draft sample scope and sequence charts in curriculum design using learning areas of their choice, • debate on the importance of a curriculum design in the learning process. 	<ol style="list-style-type: none"> 1. What is curriculum design? 2. Why should a teacher take keen interest in every component of the curriculum design? 3. What is the difference between learning experiences and learning activities?
<p>Core Competencies Developed</p> <ul style="list-style-type: none"> • Communication and collaboration as trainees work in groups in discussing components of curriculum design. • Pedagogical Content Knowledge as trainees develop scope and sequence charts. • Reflective practice as trainees brainstorm on different components of curriculum design. • Creativity and innovation as teacher trainees draft sample scope and sequence charts in curriculum design using learning areas of their choice. 				
<p>Values</p> <ul style="list-style-type: none"> • Unity as trainees’ brainstorm and discuss different patterns of curriculum design. • Respect as trainees’ present sample curriculum designs. • Patriotism as the trainees discuss components of curriculum design in Kenya. 				

- Social justice as trainees value and respect their peers' voices, opinions and ideas as they debate on the importance of a curriculum design in the learning process.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the different components of curriculum designs.	Exhaustively and correctly discusses the different components of curriculum designs.	Correctly discusses the different components of curriculum designs.	Correctly discuss some of the different components of curriculum designs.	Struggles to discuss the different components of curriculum designs.
Ability to analyse the components of a curriculum design.	Comprehensively and thoroughly analyses the components of a curriculum design.	Thoroughly analyses the components of a curriculum design.	Thoroughly analyses some components of a curriculum design.	Analyses some components of a curriculum design with guidance.
Ability to develop scope and sequence charts for A curriculum design.	Uniquely and creatively develops a scope and sequence chart for a curriculum design.	Creatively develops scope and sequence charts for curriculum design.	Creatively develops some parts of scope and sequence chart in curriculum design.	Develops some parts of scope and sequence charts in curriculum design with assistance.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Curriculum Development	1.7 Taxonomies of learning (5 hrs)	By the end of the sub strand, the teacher trainee should be able to; <ol style="list-style-type: none"> a) examine various taxonomies of learning in relation to curriculum development, b) generate learning outcomes for different levels of knowledge using the revised bloom’s taxonomy , c) appreciate taxonomies of learning in generating learning outcomes. 	The teacher trainee to: <ul style="list-style-type: none"> • discuss learning taxonomies including; original and revised Blooms, SOLO, six facets of understanding, and taxonomy of significant learning. • develop learning outcomes for specific learning areas using the revised bloom’s taxonomy and present in plenary, • in groups, use digital devices to research on other taxonomies of learning and present in plenary • acknowledge the importance of using taxonomies of learning in generating learning outcomes. 	<ol style="list-style-type: none"> 1. Why are learning taxonomies important in curriculum development? 2. What determines the choice of learning taxonomy used in generating learning outcomes?
Core Competencies to be developed: <ul style="list-style-type: none"> • Pedagogical Content Knowledge as trainees apply taxonomies of learning in generating learning outcomes. 				

- Critical thinking and problem solving as trainees generate learning outcomes using Blooms taxonomy.
- Digital literacy and learning to learn skills as trainees work in groups to search and present information on other taxonomies of learning.
- Self-efficacy as trainees engage in class presentations.

Values:

- Co-operation and responsibility as teacher trainees work in groups.
- Respect as trainees critique presentations by their peers in class.
- Social justice as trainees give opportunity for each to present their work and as they respect each other's views and opinions.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine various taxonomies of learning in relation to curriculum development.	Examines in great detail various taxonomies of learning in relation to curriculum development and identifies unique aspects.	Examines in detail various taxonomies of learning in relation to curriculum development and identifies unique aspects.	Examines in detail some taxonomies of learning in relation to curriculum development.	Examines few taxonomies of learning in relation to curriculum development with support.
Ability to generate learning outcomes for different levels of knowledge using revised Blooms taxonomy	Generates achievable and appropriate learning outcomes for different levels of knowledge using Blooms taxonomy and other taxonomies.	Generates achievable and appropriate learning outcomes for different levels of knowledge using Blooms taxonomy.	Generates achievable and appropriate learning outcomes for two levels of knowledge using Blooms taxonomy	Generates learning outcomes for one level of knowledge using Blooms taxonomy with guidance.

STRAND 2.0 CURRICULUM MONITORING AND EVALUATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Monitoring and Evaluation	2.1 Curriculum Monitoring (6hrs)	<p>By the end of the sub strand, the teacher trainee should be able to;</p> <ol style="list-style-type: none"> a) demonstrate understanding of the concepts related to curriculum monitoring, b) examine the principles of curriculum monitoring in the context of CBC, c) describe the process of curriculum monitoring, d) devise tools for monitoring curriculum, e) develop requisite skills to effectively monitor pupils' progress, f) assess roles of different agencies in the curriculum monitoring. process, g) appreciate the importance of observing ethics when monitoring curriculum. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • define and explain the concepts used in curriculum monitoring, • discuss the principles of curriculum monitoring in the context of CBC, • discuss the process of curriculum monitoring, • illustrate the process of monitoring using a flowchart, • in groups, develop tools for monitoring implementation of the competency based curriculum, • in groups, draft sample pupils' records using the acquired skills, • discuss roles of different agencies in the curriculum monitoring process. 	<ol style="list-style-type: none"> 1. What is the purpose of curriculum monitoring? 2. Why should a teacher observe ethics in the process of curriculum monitoring? 3. What challenges is a teacher likely to experience while monitoring curriculum?

Core competences to be developed:

- Digital Literacy skills as trainees use ICT tools in searching for more information on monitoring.
- Creativity and Innovation skills as teacher trainees develop monitoring tools.
- Critical thinking and problem solving as teacher trainees discuss application of assessment methods to specific learners.

Values:

- Integrity as they debate on the importance of observing ethical issues in curriculum monitoring and use the monitoring tools.
- Responsibility as trainees discuss and present the various aspects of the curriculum that should be monitored.
- Respect as trainees discuss the principles of curriculum monitoring in the context of Competency Based Curriculum.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to demonstrate understanding of the concepts related to curriculum monitoring	Clearly demonstrates understanding of the concepts related to curriculum monitoring and gives appropriate examples.	Clearly demonstrates understanding of the concepts related to curriculum monitoring.	Demonstrates understanding of a few concepts related to curriculum monitoring.	Demonstrate understanding of few concepts related to curriculum monitoring with assistance
Ability to examine the principles of curriculum monitoring in the context of CBC.	Examines in detail principles of monitoring in curriculum in the context of CBC and gives examples.	Examines the principles of curriculum monitoring in the context of CBC.	Examines some principles of curriculum monitoring in the context of CBC.	Examines few principles of curriculum monitoring in the context of CBC when prompted.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the process of curriculum monitoring in Kenya.	Distinctively and clearly describes the process of curriculum monitoring in Kenya.	Describes the process of curriculum monitoring in Kenya.	Describes some stages of the process of curriculum monitoring in Kenya.	Describes few stages in the process of curriculum monitoring in Kenya with prompts.
Ability to devise and use tools to carry out curriculum Monitoring.	Devises valid, reliable, and usable tools to carry out curriculum monitoring and uses them effectively.	Devises valid, reliable, and usable tools to carry out curriculum monitoring.	Devises tools to carry out curriculum monitoring but uses them inaccurately.	Devises and uses tools to carry out curriculum monitoring with assistance.
Ability to develop requisite skills to effectively monitor pupils' progress.	Develops appropriate and sufficient requisite skills to effectively monitor pupils' progress.	Develops sufficient requisite skills to effectively monitor pupils' progress.	Develop some requisite skills to effectively monitor pupils' progress.	Develops a few requisite skills to effectively monitor pupils' progress.
Ability to assess roles of different agencies in curriculum monitoring process	Assesses in depth the roles of different agencies in curriculum monitoring process.	Assesses the roles of different agencies in curriculum monitoring process.	Assesses the roles of a few agencies in curriculum monitoring process.	Assesses roles of not more than three agencies in curriculum monitoring process with difficulties.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Questions
2.0 Curriculum Monitoring and Evaluation	2.2 Curriculum Evaluation (6hrs)	<p>By the end of the sub-strand, the teacher trainee should be able to;</p> <ul style="list-style-type: none"> a) explore the concepts related to curriculum evaluation in relation to competency based assessment b) demonstrate skills for evaluating learner's progress using various assessment methods and tools, c) prepare evaluation reports that show learners' progress in learning, d) examine the roles of different agencies in the curriculum evaluation process, e) appreciate the role of the teacher in evaluating learners' progress and acquisition of 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> ● discuss concepts related to curriculum evaluation in relation to competency based assessment ● use various assessment methods and tools to evaluate learners' progress. ● Write evaluation reports for learners. ● discuss the role of different agencies in the curriculum valuation process. ● analyse the role of the teacher in evaluation of learners' progress. ● use digital devices or resource persons to discuss the roles of different agencies in 	<ol style="list-style-type: none"> 1. What is role of curriculum evaluation? 2. Why should a teacher evaluate learners?

		competencies.	curriculum monitoring and evaluation.	
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Assessment competence as trainees use various methods and tools in evaluation of learners' progress. • Critical thinking and problem solving as trainees decide on the best assessment methods for different categories of programmes and making decisions on grading of the assessments. • Pedagogical Content Knowledge as trainees demonstrate the use of various methods and tools in curriculum evaluation. • Creativity and Innovation as teacher trainee develop sample evaluation reports showing learner's progress. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity as they design monitoring and evaluation tools relevant to Competency Based Curriculum. • Respect as trainees discuss concepts related to curriculum evaluation in relation to Competency Based Assessment. • Creativity and innovation as trainees write evaluation reports for learners. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore concepts related to curriculum evaluation	Explores the concepts related to curriculum evaluation with examples.	Explores concepts related to curriculum evaluation	Explores some concepts related to curriculum evaluation.	Explores few concepts related to curriculum evaluation with difficulties.
Ability to demonstrate skills for evaluating learner's progress using various	Acquires sufficient and appropriate skills for evaluating learner's progress using various assessment methods and	Acquires sufficient and appropriate skills for evaluating learner's progress using various assessment methods	Acquire some appropriate skills for evaluating learner's progress using various assessment methods	Acquires few appropriate skills for evaluating learner's progress using various assessment methods

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
assessment methods and tools	tools	and tools.	and tools	and tools..
Ability to prepare evaluation reports that show learner's progress in learning.	Prepares rich and detailed evaluation reports to show Learner's progress in learning.	Prepares detailed evaluation reports that show learner's progress in learning.	Prepares simple evaluation reports to show learner's progress in learning.	Prepares evaluation reports to show learner's progress in learning.
Ability to examine the roles of different agencies in curriculum evaluation.	Examines in great details the roles of different agencies in curriculum evaluation.	Examines in details the roles of different agencies in curriculum evaluation.	Examines with some details the roles of different agencies in curriculum evaluation	Examines roles of different agencies in curriculum evaluation with encouragement.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Monitoring and Evaluation	2.3 Curriculum Change (6hrs)	By the end of sub strand, the teacher trainee should be able to; a) explore concepts related to curriculum change, b) examine factors that necessitate curriculum change, c) analyse the process of curriculum change, d) evaluate the strategies of curriculum change, e) analyse curriculum changes in Kenya since independence, f) defend the change from the objective based curriculum to the competency based curriculum in Kenya, g) appreciate the incorporation of the 21 st century skills in the competency based curriculum.	The teacher trainee to: <ul style="list-style-type: none"> • brainstorm, provide examples, and explain the concepts related to curriculum change for example, innovation, review, reform, • brainstorm, state, and discuss factors that necessitate curriculum change, • discuss the process and importance of curriculum change, • critique curriculum changes in Kenya since independence, • brainstorm on the merits of the CBC in Kenya. 	<ol style="list-style-type: none"> 1. What necessitates curriculum change? 2. What strategies can be used to ensure effective curriculum change? 3. What changes have occurred in the Kenyan curriculum since independence?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as the trainees discuss the process and importance of curriculum change. • Critical thinking and problem solving as trainees critique the curriculum changes since independence and brainstorm on the merits of the Competency Based Curriculum in Kenya. 				

- Reflective practice as trainees analyse incorporation of 21st century skills in CBC.

Values:

- Unity and love as trainees’ brainstorm on the factors that necessitate curriculum change in a country.
- Respect as trainees’ brainstorm on the merits of the Competency Based Curriculum in Kenya.
- Social justice as trainees discusses influence of international conventions on curriculum change in Kenya.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore concepts related to curriculum change	Very well organized in exploring the concepts related to curriculum change.	Adequately organized in exploring concepts related to curriculum change	Moderately organized in exploring concepts related to curriculum change.	Lacks organization in exploring concepts related to curriculum change.
Ability to examine factors that necessitate curriculum change	Distinctively examines factors that necessitate curriculum change and expounds on them.	Examines factors that necessitate curriculum change.	Examines some factors that necessitate curriculum change.	Examines few factor that necessitate curriculum change.
Ability to analyse the process of curriculum change.	Comprehensively analyses the process of curriculum change.	Analyses the process of curriculum change.	Analysing the process of curriculum change leaving out some details.	Leaves out many details when analyzing the process of curriculum change leaving out many details.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to evaluate the strategies of curriculum change.	Evaluates in depth the strategies of curriculum change and suggests new ones.	Evaluates in depth the strategies of curriculum change.	Evaluates strategies of curriculum change leaving out some details.	Evaluates some strategies of curriculum change with guidance.
Ability to analyze curriculum changes in Kenya since independence	Accurately and comprehensively analyses curriculum changes in Kenya since independence and provides appropriate examples.	Accurately and comprehensively analyses curriculum changes in Kenya since independence.	Accurately analyses curriculum changes in Kenya since independence.	Struggles to analyse curriculum changes in Kenya since independence.
Ability to defend the curriculum change from the objective based curriculum to the competency based curriculum in Kenya.	Compellingly defends the merits of CBC in Kenya and provides tangible evidence.	Strongly defends the merits of CBC in Kenya.	Defends some merits of CBC in Kenya.	Defends a few merits of CBC in Kenya unconvincingly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Monitoring and Evaluation	2.4 Curriculum Innovation (6hrs)	By the end of the sub strand the teacher trainee should be able to; a) explore various curriculum innovations in Kenya, b) analyse the significance of curriculum innovations in Kenya, c) Acknowledge curriculum innovations in Kenya to conform to international conventions and trends in education.	The teacher trainees to: <ul style="list-style-type: none"> • brainstorms on current and potential factors that may necessitate curriculum innovations in Kenya, • assess the significance of various curriculum innovations in Kenya, • debate on curriculum innovations and how they align to international conventions and trends in education. 	<ol style="list-style-type: none"> 1. What necessitates curriculum innovation? 2. What is the significance of curriculum innovation?
<p>Core competences developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem as trainees brainstorm on current and potential factors that may necessitate curriculum innovation in Kenya. • Creativity and Innovation as trainees explore curriculum innovations in Kenya since independence. • Citizenship as trainees explore curriculum innovations in Kenya since independence 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity and co-operation as trainees debate on the current and potential factors that necessitate curriculum innovations • Respect as trainees debate on curriculum innovations and how they align to international conventions and trends in education. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore various curriculum innovations in Kenya.	Explores various curriculum innovations in Kenya with examples.	Explores various curriculum innovations in Kenya.	Explores some curriculum innovations in Kenya.	Explores a few curriculum innovation in Kenya with assistance.
Ability to analyse the significance of curriculum innovations in Kenya	Comprehensively analyses the significance of curriculum innovations in Kenya	Analyses the significance of curriculum innovations in Kenya	Partially analyses the significance of curriculum innovations in Kenya	Analyses the significance of curriculum innovations in Kenya with guidance.

STRAND 3.0 CURRICULUM FRAMEWORKS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Curriculum Frameworks	3.1 Basic Education Curriculum Framework (BECF) (4hrs)	By the end of the sub strand, the teacher trainee should be able to; <ol style="list-style-type: none"> a) examine the concept of a curriculum framework in relation to CBC b) analyse the components of BECF as applied in the CBC in Kenya c) appreciate the need for the BECF in the CBC 	The teacher trainee to: <ul style="list-style-type: none"> • discuss the concept of a curriculum framework in relation to CBC, • use digital devices to search and present information on components of the BECF in Kenya, • identify and discuss how the components of the BECF are applied in the CBC. 	Why should a teacher take keen interest in every component of the BECF?
Core competencies developed: <ul style="list-style-type: none"> • Communication and collaboration as trainees analyse the components of the BECF in Kenya. • Pedagogical Content Knowledge as trainees use digital devices to search and present information on components of the BECF in Kenya. • Reflective practice as trainees apply components of BECF to the learning process in Kenya. 				
Values: <ul style="list-style-type: none"> • Unity as the trainees discuss the concept of a curriculum framework and the components of the BECF. • Responsibilities as trainees assume leadership roles in class presentation and perform their shared tasks. • Social justice as trainees analyse the application of BECF in Kenya. • Patriotism as trainees explore the significance of BECF Kenya. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the concept of a curriculum framework	Examines in depth the concept of curriculum framework and provides examples.	Sufficiently examines the concept of curriculum framework.	Partially examines the concepts of curriculum framework	Examines the concepts of a curriculum framework with guidance.
Ability to analyse the components BECF in Kenya.	Distinctively analyses all components of the BECF and suggests new components.	Analyses the components of the BECF in Kenya	Analyzes some components of the BECF in Kenya	Analyzes few components of the BECF in Kenya with prompts.

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Curriculum Frameworks	3.2 Teacher Education Curriculum Framework in Kenya (TECF) (4hrs)	By the end of the sub strand, the teacher trainee should be able to; a) analyse the components and functions Teacher Education Curriculum Framework in Kenya, b) Discuss the significance of TECF to teacher education c) relate the Teacher Education Curriculum Framework with the BECF, d) appreciate the need for the TECF to the CBC in Kenya.	The teacher trainee to: <ul style="list-style-type: none"> • define, explain, discuss the components and functions of the teacher education curriculum framework in Kenya. • discuss how the components of the teacher education curriculum framework are applied in the learning process in Kenya. • brainstorm on the relationship between the teacher education curriculum framework and the BECF • discuss the need for the teacher education curriculum framework in the competency based curriculum in Kenya. 	Why is the Teacher Education Curriculum Framework important?
<p>Core competencies developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as they analyze the components of Teacher Education Curriculum Framework in Kenya • Pedagogical Content Knowledge as trainees discuss how the components of the Teacher Education Curriculum Framework are applied in the learning process • Citizenship and leadership as trainees analyze the components of the Teacher Education Curriculum Framework 				

<p>in Kenya.</p> <ul style="list-style-type: none"> • Reflective practice as trainees brainstorm on the relationship between the Teacher Education Curriculum Framework and the BECF
<p>Values:</p> <ul style="list-style-type: none"> • Respect as trainees’ brainstorm and discuss the components of teacher education curriculum framework • Unity as trainees participate in the discussion and brainstorming sessions • Patriotism as trainees analyze and appreciate the components of TECF in Kenya

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyze the Teacher Education Curriculum Framework in Kenya	Comprehensively analyzes the Teacher Education Curriculum Framework in Kenya and suggests improvement	Analyzes the Teacher Education Curriculum Framework in Kenya	Analyzes some aspects of the Teacher Education Curriculum Framework in Kenya	Analyzes an aspect of the the Teacher Education Curriculum Framework in Kenya with prompts
Ability to discuss the significance of TECF to teacher education	Discusses in details the significance of TECF to teacher education and provides appropriate examples	Discusses in details the significance of TECF to teacher education .	Discusses the significance of TECF to teacher education .	Discusses the significance of TECF to teacher education with assistance.
Ability to relate the Teacher Education Curriculum Framework with the BECF.	Discusses in details the significance of TECF to teacher education and provides appropriate examples.	Discusses in details the significance of TECF to teacher education.	Discusses some aspects of the significance of TECF to teacher education.	Discusses an aspect of the significance of TECF to teacher education with assistance

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Curriculum Frameworks	3.3 Curriculum Frameworks from other Countries (5hrs)	By the end of the sub strand, the teacher trainee should be able to; <ul style="list-style-type: none"> a) analyse curriculum frameworks from selected countries, b) compare curriculum frameworks from other countries in relation to the curriculum frameworks in Kenya, c) appreciate the need for studying curriculum frameworks from other countries. 	The teacher trainees to: <ul style="list-style-type: none"> • use digital devices to research and write a paper for class presentation on curriculum frameworks from around the world e.g Asia,Europe, America, Oceania • identify similarities and differences between various curriculum frameworks from around the world with BECF in Kenya, • debate on the need for a curriculum framework in the learning process 	Why is it necessary to study curriculum frameworks from other countries?
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration as trainees engage in class debates • Self-efficacy as trainees present and critique their peers during class debate and discussions. • Pedagogical Content Knowledge as they examine the frameworks from other countries • Reflective Practice as trainees compare and contrast various curriculum frameworks from around the world • Digital literacy as they as they research and write a paper on curriculum framework from various countries 				
Values: <ul style="list-style-type: none"> • Respect is as trainees critique each other when making presentations 				

- Unity as trainees discuss and brainstorm on curriculum frameworks
- Social justice as trainees analyze the frameworks from other countries.

Suggested Formative Assessment Rubric				
Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Indicator				
Ability to analyze curriculum frameworks from other countries	Persuasively analyzes curriculum frameworks from other countries	Credibly analyzes curriculum frameworks from other countries	Analyses various curriculum frameworks from other countries from other countries	Analyzes any curriculum frameworks from other countries with assistance
Ability to compare curriculum frameworks from other countries with the curriculum frameworks in Kenya	Compares curriculum frameworks from other countries with the curriculum frameworks in Kenya and points out gaps	Compares the curriculum frameworks from other countries with the curriculum frameworks in Kenya	Compares few curriculum frameworks from other countries with the curriculum frameworks in Kenya	Compares any curriculum framework from another country with the curriculum frameworks in Kenya with assistance

STRAND 4.0 MAINSTREAMING KEY TENETS OF CBC

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>4.0 Mainstreaming Key Tenets of CBC</p>	<p>4.1 Values Based Education (VbE) (4hrs)</p>	<p>By the end of the sub strand, the teacher trainee should be able to;</p> <ul style="list-style-type: none"> a) discuss the meaning and role of values in society, b) examine the concept of VbE, c) analyze the principles of VbE in relation to the Whole School Approach (WSA), d) demonstrate the application of VbE in the learning situation and real life, e) interpret the core values identified in the BECF f) appreciate the importance of values in the learning process. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss in groups the meaning and importance of values in the society. • discuss principles, examine approaches used in incorporating values in the curriculum designs and learning process. • model different contexts that show the values for learners to emulate, • use digital devices to search for more information on values from other countries and make group presentations in class. 	<ul style="list-style-type: none"> 1. What is the difference between values and VbE? 2. Why is VbE important?

Core competencies to be developed:

- Communication and collaboration as the trainees discuss with their peers the meaning and importance of values.
- Reflective practice as trainees demonstrate the application of Values Based Education in the learning situation and real life
- Digital literacy as trainees search for information on values from other countries.
- Pedagogical Content Knowledge as trainees identify various approaches used in incorporating values in the curriculum design and learning process

Values:

- Unity as trainees model different contexts that show the core values in real life.
- Responsibility as trainees discuss in groups and make presentations
- Social Justice as trainees examine various approaches used in incorporating values in the curriculum designs and learning process

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to discuss the meaning and role of values in society.	Clearly and convincingly discusses the meaning and importance of values in the society	Clearly discusses the meaning and importance of values in the society.	Partially clear and convincingly discusses the meaning and importance of values in the society	Unconvincingly discusses the meaning and importance of values in the society
Ability to examine the concept of Values Based Education	Systematically examines the concept of Values Based Education adds new details	Examines the concept of Values Based Education	Leaves out some details when examining the concept of Values Based Education	Leaves out many details when examining the concept of Values Based Education.

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyze the principles of Values Based Education in relation to WSA	Analyses and innovatively applies the principles Values Based Education in relation to Whole School Approach	Analyzes the principles Values Based Education in relation to Whole School Approach	Analyzes some principles of Values Based Education in relation to Whole School Approach	Analyzes any principles of Values Based Education in relation to WSA Whole School Approach with assistance
Ability to demonstrate the application of Values Based Education in the learning situation and real life	Creatively demonstrates the application of Value Based Education in the learning situation and real life	Demonstrates the application of Value Based Education in the learning situation and real life	Demonstrates the application of some aspects of Value Based Education in the learning situation and real life	Demonstrates application of Value Based Education in the learning situation and real life with assistance
Ability to interpret core values in the BECF	Accurate in interpreting the eight core values in the BECF and suggests improvement.	Interprets the eight core values in the BECF.	Interprets most of the core values in the BECF.	Interprets four or less of the eight the core values in the BECF with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Mainstreaming Key Tenets of CBC	4.2 Parental empowerment and engagement (PE&E) (4 hours)	<p>By the end of the sub strand, the teacher trainee should be able to;</p> <ol style="list-style-type: none"> a) differentiate between Parental Empowerment and Parental Engagement, b) justify the role of PE & E in learning, c) analyse the pillars of PE&E d) explore the strategies of PE&E in the learning process, e) examine the role of stakeholders in PE&E f) examine the legal and policy framework for PE&E g) Appreciate the role of PE&E in the learning process. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the similarities and differences between the concepts and make a class presentation • debate on importance of PE&E in the implementation of CBC and make class presentations. • discuss the need for PE&E in the learning process. • research on pillars and strategies of PE&E and do a presentation. • brainstorm on the role of stakeholders in PE&E for resource mobilization and utilization. • discuss the legal and policy frameworks of PE&E • brainstorm ways of empowering and engaging parents for enhanced learning outcomes and make a presentation 	<ol style="list-style-type: none"> 1. Why is (PE&E) necessary in the learning process? 2. How does the legal and policy framework influence (PE&E)

Core competencies to be developed:

- Critical thinking and problem solving as trainees discuss the legal and policy framework of parental empowerment and engagement
- Digital literacy skills as trainees use digital devices to search the concepts of (PE&E)
- Pedagogical Content Knowledge as trainees justifies the existence of (PE&E) for value creation in learners.
- Communication and collaboration as the trainees' brainstorm on the role of stakeholders in PE&E for resource mobilization and utilization.
- Self-efficacy as trainees' brainstorm, discuss and make group and class presentations
- Citizenship and leadership as trainees brainstorm on the role of stakeholders in PE&E for resource mobilization and utilization

Values:

- Unity as the trainees examine different ways of empowering and engaging parents for enhanced learning outcomes
- Integrity and Responsibility; as trainees use digital devices and listen to presentations from others.
- Social justice & Patriotism as trainees discuss the legal and policy frameworks of (PE&E)
- Respect; as trainees discuss the legal and policy framework of (PE&E)

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate between Parental Empowerment and Parental Engagement,	Distinctively and clearly distinguishes parental empowerment from parental engagement and provides examples	Clearly distinguishes parental empowerment from parental engagement.	Distinguishes parental empowerment from parental engagement.	Distinguishes parental empowerment from parental engagement with prompts
Ability to justify the role of Parental Empowerment and Engagement in learning	Compellingly justifies the role of Parental Empowerment and Engagement in learning	Justifies the role of Parental Empowerment and Engagement in learning	Justifies some roles of Parental Empowerment and Engagement in learning	Justifies any role of Parental Empowerment and Engagement in learning with assistance
Ability to analyze the pillars of Parental Empowerment and Engagement	Creatively analyzes the pillars of Parental Empowerment and Engagement and suggests improvement	Analyzes the pillars of Parental Empowerment and Engagement	Analyzes some pillars of Parental Empowerment and Engagement	Analyzes a pillar of Parental Empowerment and Engagement with assistance
Ability to explore the strategies of Parental Empowerment and Engagement in the learning process.	Intensely explores the strategies of Parental Empowerment and Engagement in the learning process..	Explores the strategies of Parental Empowerment and Engagement in the learning process.	Simplistically explores the strategies of Parental Empowerment and Engagement in the learning process.	Explores a strategy of Parental Empowerment and Engagement in the learning process with assistance.
Ability to examine the role of	Clearly examines and innovates the role of	Examines the role of stakeholders in	Examines the role of some stakeholders in	Examines the role of a stakeholder in Parental

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
stakeholders in Parental Empowerment and Engagement	stakeholders in Parental Empowerment and Engagement	Parental Empowerment and Engagement	Parental Empowerment and Engagement	Empowerment and Engagement with prompts
Ability to examine the legal and policy framework for Parental Empowerment and Engagement	Distinctively and comprehensively examines the legal and policy framework for Parental Empowerment and Engagement	Examines the legal and policy framework for Parental Empowerment and Engagement	Leaves out some details when examining the legal and policy framework for Parental Empowerment and Engagement	Leaves out many details when examining the legal and policy framework for Parental Empowerment and Engagement

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Mainstreaming Key Tenets of CBC	4.3 Community Service Learning (CSL) (3 hours)	<p>By the end of the sub Strand, the teacher trainee should be able to;</p> <ul style="list-style-type: none"> a) analyse the concept of CSL in relation to CBC, b) discuss the rationale for CSL in the learning process, c) explore the components of CSL, d) analyse the principles of CSL in the learning process, f) Analyse CSL for the various levels of learning, g) appreciate the importance of CSL in the learning process. 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • discuss the concepts of community service, CSL, fieldtrips and attachment relation to CBC • brainstorm on the rationale for CSL • Identify CSL activities that promote learning and make presentations. • discuss the components and principles of CSL • watch and analyse videos showing various CSL activities. • describe the implementation of • CSL in early years education • review literature on the background that informed the inclusion of CSL into the competency based curriculum in Kenya 	<ol style="list-style-type: none"> 1. How can learners contribute in addressing issues in their communities? 2. Why is it necessary to incorporate CSL activities in the learning process?

Core competencies to be developed:

- Communication and collaboration as trainees discuss and make presentations
- Self-efficacy as trainees review literature that informed the inclusion of CSL into the curriculum
- Digital Literacy skills as trainees use digital devices to search, watch and analyse various CSL activities.
- Pedagogical Content Knowledge as trainees identify CSL activities that promote learning and make class presentations.

Values:

- Respect and responsibility as trainees discuss and make presentations
- Peace and unity as trainees work together to discuss and make presentations

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyze the concept of Community Service Learning.	Creatively analyzes the concept of Community Service Learning	Analyzes the concept of Community Service Learning.	Analyzes some aspects of concepts of Community Service Learning	Analyzes a part of the concept of Community Service Learning with assistance.
Ability to discuss the rationale for Community Service Learning in the learning process	Discusses in depth the rationale for Community Service Learning in the learning process	Discusses the rationale for Community Service Learning in the learning process	Partially discusses the rationale for Community Service Learning in the learning process	Discusses a part of the rationale for community service learning in the learning process with prompt

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore the components of community service learning	Distinctively explores the components of Community Service Learning and suggests improvement	Explores the components of Community Service Learning	Exploring some components of Community Service Learning	Explores a component of Community Service Learning with assistance
Ability to analyze the principles of community service learning	Analyzes with examples the principles of Community Service Learning	Analyzes the principles of Community Service Learning	Analyzes some principles of Community Service Learning	Needs assistance to analyze any principle of Community Service Learning
Ability to analyze community service learning for the various levels of learning	Comprehensively analyzes community service learning for the various levels of learning and suggests unique improvement	Comprehensively analyzes community service learning for the various levels of learning	Leaves out some details when analyzing community service learning for the various levels of learning	Leaves out many details when analyzing community service learning for the various levels of learning

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Mainstreaming Key Tenets of CBC	4.4 Community Service Learning Integration Strategies <ul style="list-style-type: none"> • Citizenship • Social Communication • Diversity • Life skills • Social entrepreneurship • Research 	<p>By the end of the sub strand, the teacher trainee should be able to;</p> <p>a) develop a CSL activity that incorporates skills from different learning areas,</p> <p>b) apply project based learning in carrying out the identified CSL activity,</p> <p>c) develop assessment tools for the CSL activity carried out,</p> <p>e) administer assessment tools for the CSL carried out,</p> <p>f) prepare a report on the community service learning activity carried out,</p> <p>d) appreciate project based learning</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • collaborate with other teachers to develop one common CSL activity that incorporates skills from different learning areas • implement a CSL project in the community using project based learning approach. • draft samples of tools to assess an identified CSL project. • simulate the administration of assessment tools for the CSL project 	<ol style="list-style-type: none"> 1. How do you identify appropriate CSL projects? 2. What is the role of the community in CSL projects? 3. How can you mitigate challenges as you carry out CSL projects?

		strategy for CSL integration.	<ul style="list-style-type: none"> • write a report on the CSL activity carried out. • organise an exhibition for their CSL projects to a community for feedback and reflection 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration as trainees examine curriculum designs for secondary level to identify community service learning activities • Critical thinking and problem solving as trainees develop one common community service learning activity for the learning grade that addresses community issues • Creativity and Innovation as trainees implement the chosen community service learning projects • Pedagogical Content Knowledge as trainees examine curriculum designs to identify CSL activities • Self-efficacy as trainees write a report on the CSL activity carried out. • Assessment as trainees develop tools to assess the CSL project 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect as trainees discuss and make presentations • Unity and peace as they work together to discuss and make presentations 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to develop a Community Service Learning activity that incorporates skills from different learning areas	Accurately and innovatively develops a Community Service Learning activity that incorporates skills from different learning areas	Develops a Community Service Learning activity that incorporates skills from different learning areas	Develops a Community Service Learning activity that incorporates skills from only one learning areas	Develops a Community Service Learning activity that incorporates skills from different learning areas with assistance
Ability to apply Project Based Learning in carrying out the identified CSL activity.	Very well organized in applying Project Based Learning in carrying out the identified CSL activity	Applies Project Based Learning in carrying out the identified CSL activity	Moderately organized in applying Project Based Learning in carrying out the identified CSL activity	Applies Project Based Learning in unorganized way in an identified CSL activity
Ability to develop assessment tools for the CSL activity carried out	Creatively develops assessment tools for the CSL activity carried out	Develops assessment tools for the CSL activity carried out	Sometimes accurate in developing assessment tools for the CSL activity carried out	Rarely accurate in developing assessment tools for the CSL activity carried out
Ability to develop assessment tools for the CSL activity carried out	Creatively develops assessment tools for the CSL activity carried out	Develops assessment tools for the CSL activity carried out	Sometimes accurate in developing assessment tools for the CSL activity carried out	Rarely accurate in developing assessment tools for the CSL activity carried out
Ability to prepare a report on the CSL activity carried out	Comprehensively prepares a report on the CSL activity carried out and adds a lot of details	Prepares a report on the CSL activity carried out	Leaves out some details when preparing a report on the CSL activity carried out	Leaves out many details when preparing a report on the CSL activity carried out when assisted

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Mainstreaming Key Tenets of CBC	4.5 Pertinent and Contemporary Issues (PCIs) (2 hours)	By the end of the sub strand, the teacher trainee should be able to; <ol style="list-style-type: none"> a) examine the concept of PCIs in learning, b) analyse various PCIs that should be integrated in the curriculum, c) explore the effects of PCIs on the school community, d) justify the relevance of integrating PCIs in learning, e) analyse ways of incorporating PCIs in different learning areas, f) appreciate the importance of PCIs in the learning process. 	The teacher trainee to: <ul style="list-style-type: none"> • search from the internet the meaning of PCIs and share findings in a plenary session. • brainstorm on various PCIs as specified in the BECF • discuss with peers the effects of PCIs on the wellbeing of the school community. • debate on the pros and cons of integrating PCIs in learning, • analyse the different approaches that can be used to incorporate PCIs in learning? 	<ol style="list-style-type: none"> 1. What are PCIs? 2. Why should PCIs be integrated in curriculum designs? 3. How can PCIs be incorporated in the learning process?

Core Competencies to be developed:

- Digital literacy skills as trainees search for information on PCIs in society
- Self-efficacy as the trainees share and share findings in a plenary session.
- Pedagogical Content Knowledge as trainees show different ways of incorporating PCIs in the curriculum designs.
- Communication and collaboration as trainees present and discuss information on PCIs in society

Values:

- Unity; as trainees participate in class discussions and presentations.
- Integrity as teacher trainees debate on the pros and cons of integrating PCIs in the curriculum design
- Respect and cooperation as trainees discuss with peers the effects of Pertinent and Contemporary Issues on the wellbeing of the school community

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the concept of Pertinent and Contemporary Issues in learning	Examines in depth the concept of Pertinent and Contemporary Issues in learning	Sufficiently examines the concept of Pertinent and Contemporary Issues in learning	Partially examines the concept of Pertinent and Contemporary Issues in learning	Examines any aspect of the concept of Pertinent and Contemporary Issues in learning with prompt
Ability to analyze various Pertinent and Contemporary Issues that should be integrated in the curriculum	Analyzes with examples various Pertinent and Contemporary Issues that should be integrated in the curriculum	Analyzes various Pertinent and Contemporary Issues that should be integrated in the curriculum	Analyzes some Pertinent and Contemporary Issues that should be integrated in the curriculum	Needs assistance to analyze any Pertinent and Contemporary Issues that should be integrated in the curriculum

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explore the effects of PCIs on the school community,	Explores with examples various Pertinent and Contemporary Issues that should be integrated in the curriculum	Explores various Pertinent and Contemporary Issues that should be integrated in the curriculum	Explores some Pertinent and Contemporary Issues that should be integrated in the curriculum	Needs assistance to explore any Pertinent and Contemporary Issues that should be integrated in the curriculum
Ability to justify the relevance of integrating Pertinent and Contemporary Issues in learning.	Compellingly and Convincingly justifies the relevance of integrating Pertinent and Contemporary Issues in learning	Justifies the relevance of integrating Pertinent and Contemporary Issues in learning	Sometimes believably justifies the relevance of integrating Pertinent and Contemporary Issues in learning	Mostly unbelievable in justifying the relevance of integrating Pertinent and Contemporary Issues in learning
Ability to analyze ways of incorporating Pertinent and Contemporary Issues in different learning areas	Creatively analyzes ways of incorporating Pertinent and Contemporary Issues in different learning areas	Analyzes ways of incorporating Pertinent and Contemporary Issues in different learning areas	Partially analyzes ways of incorporating Pertinent and Contemporary Issues in different learning areas	Analyzes ways of incorporating Pertinent and Contemporary Issues in different learning areas with prompts

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Mainstreaming Key Tenets of CBC	4.6 Gender issues in education (2 hours)	<p>By the end of the sub strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> examine the concept of gender as constructed by the society, analyse the place of gender in different contexts for appropriate intervention, examine the effects of gender roles and stereotyping in education, suggest gender mainstreaming interventions both at school and in the community, analyse forms and effects of gender-based violence on learners and families, propose appropriate approaches to support the victims of gender- based violence in schools, 	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> brainstorm on the concept of gender in the society and education, dramatise a skit depicting the place of a boy and girl child at home, classroom and society. watch a video on gender stereotyping in a school set up showing how duties and responsibilities are allocated. brainstorm on strategies of gender mainstreaming and how well it can be implemented in schools. analyse the forms and effects of gender- based violence on learners, learning, school, family and community. formulate ways of eradicating gender-based 	<ol style="list-style-type: none"> What are gender issues in education? How can gender-based violence be eradicated?

		g) appreciate the benefits of a gender responsive school environment.	<p>violence on learners in different situations,</p> <ul style="list-style-type: none"> • discuss appropriate approaches to support the victims of gender-based violence in schools, • discuss gender responsive school environment by analysing the available resources , allocation and utilization. 	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Pedagogical Content Knowledge as trainees brainstorm on the concept of gender mainstreaming and how well it can be implemented in schools. • Reflective practice as trainees formulate ways of eradicating Gender Based Violence on learners in different contexts • Communication and collaboration as trainees interact with peers during discussions. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility as trainees analyze the forms and effects of sexual and gender-based violence in different contexts • Respect as trainees propose appropriate approaches to support the victims of gender-based violence in schools • Social justice as trainees engage and discuss on the commitment to gender mainstreaming. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the concept of gender as constructed by the society	Innovatively examines the concept of gender as constructed by the society	Examines the concept of gender as constructed by the society	Sometimes accurate in examining the concept of gender as constructed by the society	Rarely accurate in examining the concept of gender as constructed by the society
Ability to analyze the place of gender in different contexts for appropriate intervention.	Provides rich and detailed solutions to the place of gender in different contexts for appropriate intervention	Analyzes the place of gender in different contexts for appropriate intervention	Simplistically analyzes the place of gender in different contexts for appropriate intervention	Analyzes underdeveloped concepts about the place of gender in contexts for appropriate intervention
Ability to examine the effects of gender roles and stereotyping in education	Accurately examines the effects of gender roles and stereotyping in education	Mostly accurate in examining the effects of gender roles and stereotyping in education	Sometimes accurate in examining effects of gender roles and stereotyping in education	Rarely accurate in examining the effects of gender roles and stereotyping in education
Ability to suggest gender mainstreaming interventions both at school and in the community.	Logically suggests gender mainstreaming interventions both at school and in the community	Reasonably suggests gender mainstreaming interventions both at school and in the community.	Somewhat reasonable in suggesting gender mainstreaming interventions both at school and in the community	Illogical in suggesting gender mainstreaming interventions both at school and in the community

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to analyze forms and effects of sexual and gender-based violence on learners and families	Systematically and comprehensively analyzes forms and effects of sexual and gender-based violence on learners and families	Comprehensively analyzes forms and effects of sexual and gender-based violence on learners and families	Analyzes but leaves out some details on forms and effects of sexual and gender-based violence on learners and families	Analyzes but leaves out many details on forms and effects of sexual and gender-based violence on learners and families
Ability propose appropriate approaches to support the victims of gender-based violence in schools,	Proposes many innovative and appropriate approaches to support the victims of gender-based violence in schools,	Proposes appropriate approaches to support the victims of gender	Propose a few appropriate approaches to support the victims of gender	proposes one appropriate approach to support the victims of gender after being prompted