KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY AND PRIMARY

EDUCATIONAL RESOURCES
CURRICULUM DESIGN

2024

TABLE OF CONTENT

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).

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)

	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
	CONTENT + PEDAGOGY (SUBJECTS)											
1	**English**	24	34	34	35	29	30	186	30	Practicum	Practicum	**CONTENT& PEDAGOGY (SUBJECTS) (1680 Hrs)**
2	**Kiswahili**	20	20	20	20	20	20	120	20			
3	**Mathematics**	30	30	30	30	30	30	180	30	300 Hours	300 Hours	
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			**PRACTICUM**
7	**Religious Education:- (CRE, IRE, HRE)**	20	20	20	20	20	20	120	20			**(600Hrs)**
8	**Social Studies**	20	20	20	20	20	20	120	20			
9.	**Physical and Health Education**	10	10	10	30	30	30	120	30			
10.	**Art and craft**	10	30	30	10	20	20	120	20			
11.	**Music**	10	20	20	20	20	30	120	20			
12.	**Indigenous Languages**	10	20	20	20	30	20	120	20			
13	**Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL**	10	10	10	30	30	30	120	20			
	SUB TOTAL	230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
	TOTAL	**350**	**350**	**350**	**350**	**350**	**350**	**2100**	**300**	**300**	**300**	**3000 HRS**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

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

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

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

   a) **Social Needs**

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

   b) **Economic Needs**

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

   c) **Technological and Industrial Needs**

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

3. **Promote individual development and self-fulfilment**

   Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

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

5. **Promote social equity and responsibility.**

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

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

Education should 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

Learning resources refer to the materials that are used during the teaching and learning process. They are designed to enable learners acquire knowledge and skills with ease. Realisation of learning outcomes and development of requisite competencies is highly dependent on the effective utilisation of learning resources. This course deals with aspects of sourcing, development, improvisation, re – use, care, maintenance, management and disposal of educational resources. The 21st Century teacher must be competent in development and utilisation of learning resources for facilitation of learning. The aspect of using cost effective, easily accessible and environmental friendly learning resources cannot be underscored. Inclusion of the component of improvisation will enable teachers to implement the Competency Based Curriculum using inexpensive resources. The Competency Based Curriculum emphasises on acquisition of knowledge, skills, attitudes and values. Learning resources are vital tools that enable the teacher to deliver the curriculum with ease. Learners will be able to understand abstract concepts, theories and principles as expected. The creativity and innovativeness of the teacher trainee in the use of learning resources is envisaged to lead to improved learning outcomes.

GENERAL LEARNING OUTCOMES

By the end of the DPTE course, the teacher trainee should be able to:
1. Apply knowledge of the various types of educational resources for different learning levels to facilitate proper selection of learning resources
2. Design and develop learning resources for learners at various levels of basic education
3. Adapt and improvise a variety of materials for use as instructional resources for various levels of learning
4. Maintain educational resources for durability and sustainability
5. Practice proper storage and disposal of various types of learning resources for effective environmental conservation
6. Appreciate the role played by educational resources in the learning process.

STRAND 1.0 TYPES OF LEARNING RESOURCES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Types of Learning Resources	**1.1 Characteristics of Learning Resources** **(2 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) identify different types of learning resources, b) assess the importance of learning resources in the learning process, c) analyse the characteristics of effective learning resources, d) examine the uses of learning resources in the learning process, e) exhibit the ability to identify appropriate learning resources for use in learning, f) appreciate learning resources in the learning process.	The teacher trainee to: • search for the different types of learning resources from the Internet, • brainstorm on the importance and uses of learning resources, • discuss the characteristics of effective learning resources, • visit the nearest library or any other learning resource centre and identify the available learning resources. • take photos to be used during class presentations.	Why do teachers use learning resources?
Core competencies to be developed: **Pedagogical content knowledge** - As teacher trainees search for the different types of learning resources from the Internet, among other sources.					
Values: **Responsibility** - As teacher trainees discuss the qualities of good learning resources.					

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different types of learning resources	Identifies different types of learning resources with clearly referenced details	Identifies different types of learning resources with clear details	Assesses and describes the importance of learning resources with a few details missing	Assesses and describes the importance of learning resources with lots of details missing
Ability to assess the importance of learning resources in the learning process	Assesses and describes the importance of learning resources with elaborate details	Assesses and describes the importance of learning resources with details	Assesses the importance of learning resources by stating few points	Attempts to assess the importance of learning resources after getting some hints
Ability to analyse the characteristics of effective learning resources	Analyses at least four characteristics of effective learning resources	Analyses at least three characteristics of effective learning resources	Analyses at least two characteristics of effective learning resources	Analyses less than two characteristics of effective learning resources
Ability to examine the uses of learning resources in the learning process	Examines at least four uses of learning resources in the learning process	Examines at least three uses of learning resources in the learning process	Examines at least two uses of learning resources in the learning process	Examines less than two uses of learning resources in the learning process

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify appropriate learning resources for use in learning	Skilfully exhibits the ability to identify appropriate resources for use in learning	Exhibits the ability to identify appropriate resources for use in learning	Exhibits ability to identify some appropriate resources for use in learning	Exhibits the ability to identify some appropriate resources for use in learning with guidance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Types of Learning Resources	**1.2 Three-dimensional Learning Resources** **(2 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) examine the importance of three-dimensional learning resources, b) evaluate the merits and demerits of three-dimensional learning resources, c) categorise three-dimensional resources used in learning, d) assess the use of three dimensional resources in learning, e) appreciate the use of three – dimensional resources in learning.	The teacher trainee to: • brainstorm and discuss the importance of each of the following three-dimensional learning resources, realia, specimen, models, diorama, mobile phones among others, • use digital devices to search the importance of using each of the three-dimensional resources and present their findings, • discuss and present merits and demerits of three-dimensional resources, • use digital devices to search for categories of learning resources and list them, • sort and classify different types of three dimensional resources, • discuss the use of three dimensional learning resources.	What are three-dimensional learning resources?

Core competencies to be developed:

Communication and collaboration - As teacher trainees discuss three-dimensional resources for use in learning.

Values:

Integrity - As teacher trainees search for information on categories of three-dimensional resources for use in learning.

Suggested Formative Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to examine the importance of three-dimensional learning resources	Examines the importance of three-dimensional learning resources with elaborate details	Examines the importance of three-dimensional learning resources with details	Examines the importance of three-dimensional learning resources with a few unclear details	Examines the importance of three-dimensional learning resources with lots of unclear details
Ability to evaluate the merits and demerits of three-dimensional learning resources	Evaluates at least four merits and demerits of three-dimensional learning resources	Evaluates at least three merits and demerits of three-dimensional learning resources	Evaluates at least two merits and demerits of three-dimensional learning resources	Evaluates less than two merits and demerits of three-dimensional learning resources
Ability to categorise three-dimensional resources used in learning	Consistently and accurately categorises three-dimensional learning resources	Categorises three-dimensional learning Resources with ease	Categorises some three-dimensional learning Resources with some difficulties	Categorises some three-dimensional learning Resources with some difficulties when assisted
Ability to assess the use of three dimensional resources in learning	Assesses the use of three- dimensional resources in learning with clear details	Assesses the use of three- dimensional resources in learning with details	Assesses the use of three- dimensional resources in learning with some unclear details	Assesses the use of three- dimensional resources in learning with lots of unclear details

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Types of Learning Resources	**1.3 Digital Learning Resources (5 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) assess the importance of digital learning resources, b) debate on the merits and demerits of digital learning resources, c) categorise digital learning resources, d) assess the use of digital resources in learning, e) appreciate the importance of digital resources in learning.	The teacher trainee to: • use the internet to search for the importance of using digital resources in learning and present their findings, • debate on merits and demerits of digital learning resources, • search for types of digital resources and make presentations in class, • classify types of digital resources used in the learning process such as, computing devices, display devices e.g. digital projectors, smart boards, radios, televisions, OERs, educational platforms with digital content, educational Apps with content, adapted learning resources for learners with special needs, such as assistive devices , among other emerging technologies, • discuss the use of television, computers, tablets, phones and educational films, • individually develop a mind map	Why would a teacher use digital learning resources?

6

			• illustrating the uses of digital learning resources, • visit a learning resource centre and identify the different digital learning resources, • record videos and photos of the different ICT resources available.	

Core competencies to be developed:
Self-efficacy - As teacher trainees search for information from the Internet, discuss and present their findings.

Values:
• **Integrity** - As teacher trainees search for information about digital resources from the Internet.
• **Responsibility** - As teacher trainees discuss the characteristics of digital learning resources.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to assess the importance of audio-visual learning resources	Assesses the importance of audio-visual learning resources with very clear details	Assesses the importance of audio-visual learning resources with details	Assesses importance of audio-visual learning resources with few details	Assesses importance of audio-visual learning resources with few details after assistance
Ability to appraise the merits and demerits of audio- visual learning resources	Appraises at least four merits and demerits of audio-visual learning resources	Appraises at least three merits and demerits of audio-visual learning resources four	Appraises at least two merits and demerits of audio- visual learning resources	Appraises less than two merits and demerits of audio-visual learning resources with

7

				assistance
Ability to categorise audio-visual learning resources	Categorises at least four audio-visual learning resources	Categorises at least three audio-visual learning resources	Categorises at least two audio-visual learning resources	Categorises at less than two audio-visual learning resources
Ability to assess the use of audio – visual resources in learning	Assesses and proposes several uses of audio – visual resources in learning	Assesses the uses of audio – visual resources in learning	Assesses some of the uses of audio – visual resources	Assesses some uses of audio – visual resources with guidance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Types of Learning Resources	**1.4 Graphics learning resources** **(3 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) explore the importance of graphics resources in the learning process, b) evaluate the merits and demerits of graphics learning resources, c) classify types of graphics resources used in learning, d) examine the uses of graphics resources used in learning, e) desire to use graphics resources during the learning process.	The teacher trainee to: • use learning resources such as digital devices to search for the importance of using graphics learning resources and develop an infographic to illustrate them, • discuss the merits and demerits of graphics learning resources, • use digital devices to search for examples of graphics learning resources, • sort and group graphics learning resources, • use digital devices to search for the uses of different graphics learning resources, • discuss uses of graphics learning resources.	Why are graphics resources important in the learning process?
Core competencies to be developed: **Self - efficacy** - As teacher trainees discuss and present their findings about graphic learning resources.				
Values: • **Integrity** - As teacher trainees search for information about graphics learning resources from the Internet. • **Responsibility** - As teacher trainees discuss about graphics learning resources.				

Suggested Formative Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to explore the importance of graphics resources in the learning process	Explores the importance of graphics resources in the learning process with elaborate examples	Explores the importance of graphics resources in the learning process with examples	Explores the importance of graphics resources in the learning process with a few unclear examples	Explores the importance of graphics resources in the learning process with lots of unclear examples
Ability to evaluate the merits and demerits of graphics learning resources	Evaluates at least four merits and demerits of graphics learning resources	Evaluates at least three merits and demerits of graphics learning resources	Evaluates at least two merits and demerits of graphics learning resources	Evaluates less than two merits and demerits of graphics learning resources after getting some clues
Ability to classify graphics learning resources for use in learning	Classifies at least four graphics learning resources	Classifies at least three graphics learning resources	Classifies at least two graphics learning resources	Classifies less than two graphics learning resources
Ability to examine the uses of graphics resources used in learning	Examines the uses of graphics resources with very clear examples	Examines the uses of graphics resources with examples	Examines uses of graphics resources with a few unclear examples	Examines uses of graphics resources with lots of unclear examples

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Types of Learning Resources	1.5. Print media (2 Hours)	By the end of the Sub Strand, the teacher trainee should be able to: a) assess the importance of print media in the learning process, b) analyse the merits and demerits of print media in the learning process, c) categorise types of print media used in the learning process, d) evaluate the use of print media in the learning process, e) acknowledge the use of print media in learning the use of print media in learning.	The teacher trainee to: • use learning resources such as digital devices to search for the importance of print media and present their findings in class, • use learning resources such as digital devices to search for merits and demerits of print media, • discuss the merits and demerits of print media, • use learning resources such as digital devices to search for types of print media and present their findings, • select and group print media learning resources, • discuss the use of print media in learning, • Visit a library and explore the different print media within the facility.	How does print media enhance learning?
Core competencies to be developed: Pedagogical content knowledge - As teacher trainees search and gain knowledge about use of print media in the learning				

process.

Values:
- **Unity** - As teacher trainees collaborate and work as teams while discussing about print media.
- **Respect -** As teacher trainees work together in harmony while discussing about print media.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to assess the importance of print media in the learning process	Assesses the importance of print media in the learning process with clear examples	Assesses the importance of print media in the learning process with examples	Assesses the importance of print media in the learning process a few unclear examples	Assesses the importance of print media in the learning process many unclear examples
Ability to examine the merits and demerits of print media in the learning process	Examines at least four merits and demerits of print media with ease	Examines at least three merits and demerits of print media	Examines at least two merits and demerits of print media	Examines less than two merits and demerits of print media
Ability to categorise types of print media used in the learning process	Categorises at least four types of print media used in the learning process	Categorises at least three types of print media used in the learning process	Categorises at least two types of print media used in the learning process	Categorises less than two types of print media used in the learning process
Ability to evaluate the use of print media in the learning process	Precisely evaluates the use of print media in the learning process	Evaluates the use of print media in the learning process	Evaluates some uses of print media in the learning process	Puts effort in evaluating some uses of print media in the learning process after getting clues

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Types of Learning Resources	**1.7 Display boards** **(2 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) assess the importance of display boards used during the learning process, b) evaluate the merits and demerits of display boards used during the learning process, c) distinguish different types of display boards used during the learning process, d) examine use of display boards during the learning process, e) value use of display boards during the learning process.	The teacher trainee to: • debate on the importance of display boards in learning, • discuss the merits and demerits of display boards in the learning process, • search for different types of display boards from the Internet among other sources and list them, • sort and classify different types of display boards such as chalkboard, flannel board, bulletin board and white board, • search for the uses of display boards and record them, • visit an institution with different types of display boards and identify them. Take photos of the boards and make presentations.	How does display boards enhance the learning process?

Core competencies to be developed:
Self-efficacy - As teacher trainees search for use of display boards during the learning process.
Values:
Responsibility - As teacher trainees discuss the use of different display boards in learning.

Suggested Formative Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to assess the importance of display boards used during the learning process	Systematically assesses the importance of display Boards giving clear examples	Assesses the importance of display boards with examples	Assesses the importance of display boards with a few unclear examples	Assesses the importance of display boards with a lot of unclear examples
Ability to evaluate the merits and demerits of display boards	Correctly evaluates at least four the merits and demerits of display boards	Correctly evaluates at least three merits and demerits of display boards	Correctly evaluates at least two merits and demerits of display boards	Needs assistance to correctly evaluate at least two merits and demerits of display boards
Ability to distinguish different types of display boards used during the learning process	Correctly distinguishes at least four types of display boards	Correctly distinguishes at least three types of display boards	Correctly distinguishes at least two types of display boards	Needs assistance to distinguish at least two types of display boards.
Ability to examine uses of display boards during the learning process	Consistently examines at least four uses of display boards	Consistently examines at least three uses of display boards	Consistently examines at least two uses of display boards	Examines some uses of display boards with assistance

STRAND 2.0 SOURCING FOR LEARNING RESOURCES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Sourcing for Learning Resources	**2.1 Development of learning resources (5 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) design different types of resources for use in learning, b) develop different types of resources for use in learning, c) produce different types of resources for learning purposes, d) evaluate the requirements of starting a resource production unit to promote development of learning resources,	The teacher trainee to: • brainstorm, identify and design different types of learning resources, • develop different types of learning resources, • produce different types of learning resources, • search from the Internet among other sources for the requirements of establishing a school production unit for development of learning resources, • discuss the requirements of starting a school resource production unit.	How do you develop different types of learning resources?

		e) design, develop and produce a certain type of learning resource, f) appreciate the general process of developing learning resources.	**Project work** • Design, develop and produce a certain type of learning resource. • Prepare to make presentations of the final products produced during the project work.	

Core competencies to be developed:
- **Creativity and imagination** - As teacher trainees design, develop and produce different types of learning resources.
- **Critical thinking and problem solving** - As teacher trainees develop learning resources.

Values:
- **Unity** - As trainees collaborate when developing different learning resources.
- **Responsibility** -As teacher trainees develop different resources for learning purposes.
- **Social justice** - As teacher trainees give equal opportunities to the different groups to present their work.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to design different types of learning resources for use in learning	Innovatively designs different types of learning resources for use in learning	Designs different types of learning resources for use in learning	Designs different types of learning resources with a few difficulties	Designs different types of learning resources for use in learning with lots of difficulties
Ability to develop different types of learning resources for use in learning	Creatively develops different types of learning resources for use in learning	Develops different types of learning resources for use in learning	Develops different types of learning resources for use in learning with a few difficulties	Develops different types of learning resources for use in learning with lots of difficulties
Ability to produce different types of learning resources for use in learning	Produces different types of learning resources with elaborate details	Produces different types of learning resources with details	Produces different types of learning resources with a few unclear details	Produces different types of learning resources with a lot of unclear details
Ability to evaluate the requirements of starting a resource production unit to promote development of learning resources	Critically evaluates the requirements of starting a school resource production unit with ease	Evaluates the requirements of starting a school resource production unit	Evaluates some requirements of starting a school resource production unit	Has difficulty in evaluating some requirements of starting a school resource production unit

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to design, develop and produce a certain type of learning resource	Creatively and skilfully designs, develops and produces a learning resource	Designs, develops and produces a learning resource	Designs, develops, but does not produce a learning resource	Designs but is unable to develops and produce a learning resource

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Sourcing for Learning Resources	**2.2. Adaptation of learning resources** **(2 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) evaluate the requirements of adapting learning resources, b) adapt and produce different types of learning resources for use in learning, c) evaluate the requirements of starting a resource production unit to promote adaptation of learning resources, d) design, develop, adapt and produce a certain type of learning resource, e) recognise the need of adapting learning resources,	The teacher trainee to: • Use print or digital resources to search for the requirements of adapting learning resources, • Brainstorm and design different types of learning resources for learners with special needs, • Adapt different types of learning resources, • Produce different types of learning resources, • Discuss the requirements of starting a school resource production unit for adapting learning resources for learners with special needs. **Project work** • Design, adapt and produce a certain type of learning resource. • Prepare and make presentations of the adapted learning resources produced during project work.	How do you adapt and produce different types of learning resources for learners with special needs?

19

Core competencies to be developed:
• **Creativity and Innovation** - as teacher trainees design, adapt and produce different types of learning resources.
• **Critical Thinking and Problem Solving** - as teacher trainees develop and adapt learning resources.
Values:
• **Unity** - As teacher trainees collaborate when adapting different learning resources.
• **Responsibility** - As teacher trainees adapt different learning resources for learning purposes.
• **Social Justice** -As teacher trainees give equal opportunities to the different groups to present their work.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to evaluate the requirements of adapting learningresources	Regularly and creatively evaluates the requirements of adapting learning resources	Evaluates the requirements of adapting learning resources	Evaluates some requirements of adapting learning resources	Evaluates some requirements of adapting learning resources with difficulties
Ability to adapt and produce different types of learning resources for use in learning	Adapts and produces at least four different types of learning resources	Adapts and produces at least three different types of learning resources	Adapts and produces at least two different types of learning resources	Adapts and produces less than two different types of learning resources
Ability to evaluate the requirements of establishing a production unit for adapting learning resources	Evaluates the requirements of establishing a production unit for adapting learning resources with clear details	Evaluates the requirements of establishing a production unit for adapting learning resources with details	Evaluates the requirements of establishing a production unit for adapting learning resources while leaving out a few details	Evaluates the requirements of establishing a production unit foradapting learning resources while leaving out lots of details

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to evaluate the requirements of starting resource production unit to promote adaptation of learning resources	Evaluates the requirements of adapting learning resources with elaborate details	Evaluates the requirements of adapting learning resources with details	Evaluates the requirements of adapting learning resources with a few unclear details	Evaluates the requirements of adapting learning resources with a lot of unclear details
Ability to design, develop, adapt and produce a certain type of a learning resource	Innovatively designs, develops, adapts and produces a certain type of a learning resource	Designs, develops, adapts and produces a certain type of a learning resource	Designs and develops, but is unable to adapt and produce a certain type of a learning resource	Designs, but is unable to develop, adapt and produce a certain type of a learning resource

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Sourcing for Learning Resources	**2.3. Improvisation of learning resources** **(2 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) design different types of learning resources for use in learning, b) develop different types of learning resources using locally available materials, c) produce different types of learning resources using locally available materials, d) evaluate the requirements of starting a resource, production unit to promote development of learning resources using locally available resources,	The teacher trainee to: • brainstorm and identify different types of learning resources which can be developed using locally available materials, • design different types of learning resources using locally available materials, • develop different types of learning resources using locally available materials, • produce different types of learning resources using locally available materials, • discuss the requirements of starting a school resource production unit where locally available materials are used. **Project work** • Design, develop and produce a certain type of learning	How do you develop different types of learning resources using locally available materials?

| | | e) design, develop and produce a certain type of learning resource using locally available resources, <br> f) demonstrate the desire for being self-reliant when improvising learning resources. | resource using locally available materials.
 • Prepare and make presentations of the final products. | |

Core competencies to be developed:
- Creativity and Innovation - As teacher trainees design, develop and produce different types of learning resources using locally available materials.
- Critical Thinking and Problem Solving - As teacher trainees develop learning resources using locally available resources.

Values:
- **Unity** - As teacher trainees collaborate when developing different learning resources using locally available materials.
- **Responsibility** - As teacher trainees develop different learning resources for learning purposes using locally available materials.
- **Social Justice** - As teacher trainees give equal opportunities to the different groups to present their work.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to design, different types of learning resources for use in learning	Creatively designs different types of learning resources	Designs different types of learning resources	Designs some types of learning resources	Designs some types of learning resources with difficulties
Ability to develop different types of learning resources using locally available materials	Competently and skilfully develops different types of learning resources using locally available materials	Develops different types of learning resources using locally available materials	Develops some types of learning resources using locally available materials	Develops some types of learning resources using locally available materials with assistance
Ability to produce different types of learning resources using locally available materials	Efficiently produces different types of learning resources using locally available materials with ease	Produces different types of learning resources using locally available materials	Produces some types of learning resources using locally available materials	Puts effort in producing some types of learning resources using locally available materials after getting some hints
Ability to evaluate the requirements of starting a resource production unit	Evaluates the requirements of starting a school resource production unit with clear details	Evaluates the requirements of starting a school resource production unit with details	Evaluates the requirements of starting a school resource production unit with a few unclear details	Evaluates the requirements of starting a school resource production unit with a lot of unclear details

24

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to promote development of learning resources using locally available resources	Creatively promotes development of learning resources using locally available resources	Promotes development of learning resources using locally available resources	Promotes development of learning resources using locally available resources with some difficulties	Promotes development of learning resources using locally available resources with lots of difficulties
Project Ability to design, develop and produce a certain type of learning resource using locally available resources	Creatively designs, develops and produces a certain type of learning resource using locally available resources	Designs, develops and produces a certain type of learning resource using locally available resources	Designs and develops, but does not produce the learning resource using locally available resources	Designs, but is unable to develop or produce a certain type of learning resource using locally available resources

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Sourcing for Learning Resources	**2.4. Acquiring learning resources (1 Hour)**	By the end of the Sub Strand, the teacher trainee should be able to: a) explore the different meanings of acquiring learning resources, b) evaluate the different ways of acquiring learning resources, c) analyse merits and demerits of different ways of acquiring learning resources, d) appreciate the different ways of acquiring learning resources.	The teacher trainee to: • explore the different meanings of sourcing for learning resources, • brainstorm on the different ways of sourcing for learning resources, • discuss the different ways of sourcing for learning resources, • discuss and analyse merits and demerits of different ways of sourcing for learning resources, • develop a proposal for sourcing for learning resources and present it in class.	How do you acquire learning resources for a learning institution?
Core competencies to be developed: **Self- efficacy** - As teacher trainees prepare and present proposals for sourcing for learning resources.				
Values: • **Unity -** As teacher trainees collaborate when developing the proposal for sourcing for learning resources. • **Responsibility**- As teacher trainees develop the proposal for sourcing for learning resources.				

26

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explore the different meanings of the term **sourcing** for learning resources	Explores the different meanings of the term **sourcing** for learning resources, giving clear examples	Explores the different meanings of the term **sourcing** for learning resources, giving examples	Explores different meanings of the term **sourcing** for learning resources giving a few unclear examples	Explores different meanings of the term **sourcing** for learning resources giving a lot of unclear examples
Ability to explore the different ways of sourcing for learning resources	Correctly and creatively identifies the different ways of sourcing for learning resources	Identifies the different ways of sourcing for learning resources	Identifies some ways of sourcing for learning resources	Has difficulty in identifying some ways of sourcing for learning resources
Ability to evaluate the different ways of sourcing for learning resources	Evaluates the different ways of sourcing for learning resources with elaborate details	Evaluates the different ways of sourcing for learning resources with details	Evaluates ways of sourcing for learning resources with a few unclear details	Evaluates ways of sourcing for learning resources with a lot of unclear details
Ability to analyse merits and demerits of different ways of sourcing for learning resources	Analyses at least four merits and demerits of different ways of sourcing for learning resources	Analyses at least three merits and demerits of different ways of sourcing for learning resources	Analyses at least two merits and demerits of different ways of sourcing for learning resources	Analyses less than two merits and demerits of different ways of sourcing for learning resources

STRAND 3.0 MANAGEMENT OF LEARNING RESOURCES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Management of Learning Resources	**3.1. Care and maintenance of learning resources (2 Hours)**	By the end of the Sub Strand, the teacher trainee should be able to: a) explore different ways of caring and maintaining learning resources, b) evaluate different ways of caring and maintaining learning resources, c) carry out care and maintenance practices on learning resources, d) embrace the care and maintainance of learning resources.	The teacher trainee to: • use print or digital resources to search for ways of taking care of learning resources, • discuss effective ways of caring for learning resources, • use print or digital resources to search for ways of maintaining learning resources, • discuss effective ways of maintaining learning resources, • carry out care and management practices on learning resources.	1. How do we ensure learning resources remain in their best condition? 2. How do you take care of learning resources?
Core competencies to be developed: **Creativity and Innovation** - As teacher trainees care and maintain learning resources.					
Values: • **Unity** -As teacher trainees collaborate when carrying out care and maintenance practices on learning resources. • **Responsibility** - As teacher trainees plan and carry out care and maintenance practices on learning resources.					

28

Suggested Formative Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to explore different ways of caring and maintaining learning resources	Appropriately and proficiently explores different ways of caring and maintaining learning resources	Explores different ways of caring and maintaining learning resources	Explores some ways of caring and maintaining learning resources	Requires assistance while exploring some ways of caring and maintaining learning resources
Ability to evaluate different ways of caring and maintaining learning resources	Consistently evaluates different ways of caring and maintaining learning resources with ease	Evaluates the different ways of caring and maintaining learning resources	Evaluates some ways of caring and maintaining learning resources	Has difficulties in evaluating some ways of caring and maintaining learning resources
Ability to carry out care and maintenance practices on learning resources	Effectively and creatively carries out care and maintenance practices on learning resources	Carries out care and maintenance practices on learning resources	Carries out some care and maintenance practices on learning resources	Carries out some care and maintenance practices on learning resources with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Management of Learning Resources	**3.2 Storage of learning resources** **(1 Hour)**	By the end of the Sub Strand, the teacher trainee should be able to: a) explore the different requirements for proper storage of learning resources, b) examine the purpose of storing learning resources before and after use, c) evaluate the different strategies of storing learning resources, d) carry out practices of storing learning resources, e) acknowledge the value for proper storage of learning resources.	The teacher trainee to : • search the Internet among other sources for different requirements of effective storage of learning resources, • brainstorm on the purpose of storing learning resources before and after use, • discuss and write down a list of the reasons for proper storage of learning resources, • brainstorm on effective strategies of storing learning resources, • carry out best practices while storing learning resources.	How should we store learning resources?
Core competencies to be developed: **Creativity and Innovation** - As teacher trainees carry out best practices while storing learning resources.				

Values:
- **Unity** is enhanced as teacher trainees work in teams when carrying out best practices of storing learning resources.
- **Responsibility** - As teacher trainees carry out their assigned tasks when storing learning resources.

Suggested Formative Assessment Rubric				
Indicators	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Below Expectations**
Ability to explore the different requirements for proper storage of learning resources	Effectively explores the requirements for proper storage of learning resources with ease	Explores the requirements for proper storage of learning resources	Explores some requirements for proper storage of learning resources	Explores some requirements for proper storage of learning resources with difficulties
Ability to examine the purpose of storing learning resources before and after use	Examines the purpose of storing learning resources before and after use with clear details	Examines the purpose of storing learning resources before and after use with details	Examines the purpose of storing learning resources either before or after use with a few unclear details	Examines the purpose of storing learning resources either before or after use with a lot of unclear details
Ability to evaluate the different strategies of storing learning resources	Evaluates at least four strategies of storing learning resources	Evaluates at least three strategies of storing learning resources	Evaluates at least two strategies of storing learning resources	Evaluates less than two strategies of storing learning resources
Ability to carry out practices of storing learning resources	Effectively carries out practices of storing learning resources with ease	Carries out practices of storing learning resources	Carries out some practices of storing learning resources	Carries out some practices of storing learning resources with assistance

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Management of Learning Resources	**3.3 Record Management and disposal of learning resources** **(1 Hour)**	By the end of the Sub Strand, the teacher trainee should be able to: a) explore different strategies for record management of learning resources, b) carry out record management practices for proper record keeping, c) develop strategies for sustainable equipping of the institutional resource centre, d) dispose waste from learning resources to reduce environmental pollution, e) assess challenges emanating from disposal of waste from learning resources, f) show interest in managing learning resources.	The teacher trainee to: • search from the Internet and other sources for different strategies used in record management of learning resources, • evaluate different strategies used in record management of learning resources, • carry out record management practices of learning resources, • develop strategies for equipping the resource centre such as development of grant proposals, guidelines for disposing obsolete resources, guidelines for replacement of resources among others, • devise effective strategies of disposing waste from learning resources including e-waste, • brainstorm on the challenges of disposing waste from	1. How do you manage institutional learning resources? 2. Why do you dispose of waste from learning resources? 3. How do you dispose of waste from learning resources?

			learning resources and how to mitigate them.	

Core competencies to be developed:
- **Citizenship and Leadership** - As teacher trainees dispose waste from learning resources effectively.
- **Learning to learn and reflective practice**- As teacher trainees search the Internet among other sources for different strategies used in record management of learning resources.

Values:
Patriotism - As teacher trainees dispose of waste from learning resources effectively.

Suggested Formative Assessment Rubric

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explore different strategies for record management of learning resources	Correctly explores different strategies for record management of learning resources with ease	Explores different strategies for record management of learning resources	Explores some strategies for record management of learning resources	Attempts to explore some strategies for record management of learning resources after getting clues
Ability to carry out record management practices for proper record keeping	Effectively and skilfully carries out record management practices	Carries out record management practices	Carries out some record management practices	Carries out some record management practices with guidance
Ability to develop strategies for sustainable equipping of the institutional resource centre	Develops at least four strategies for sustainable equipping of the institutional resource centre	Develops at least three strategies for sustainable equipping of the institutional resource centre	Develops at least two strategies for sustainable equipping of the institutional resource centre	Develops less than two strategies for sustainable equipping of the institutional resource centre

Indicators	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to dispose of waste from learning resources to reduce environmental pollution	Effectively and innovatively disposes of waste from learning resources	Disposes of waste from learning resources to reduce environmental pollution	Disposes waste from some learning resources	Disposes of waste from some learning resources with assistance
Ability to assess challenges emanating from disposal of waste from learning resources	Accurately and proficiently assesses challenges emanating from disposal of waste	Assesses challenges emanating from disposal of waste	Assesses some challenges emanating from disposal of waste	Puts effort in assessing some challenges emanating from disposal of waste after getting assistance

34