



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

**DIPLOMA IN TEACHER EDUCATION (DTE)
PRE-PRIMARY AND PRIMARY**

**INCLUSIVE EDUCATION
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).

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

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	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 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

Inclusive education is a practice where the needs of diverse learners are catered for in the learning setting regardless of gender, disability, ethnic, social, economic or cultural background. This unit aims at equipping the teacher trainee with the general understanding of inclusive education as a practice with a view of enabling the teacher trainee to acquire the knowledge, skills, attitudes and values to support diverse learners in an inclusive learning environment.

The practice of inclusion is provided for in a number of International and National legal instruments which include Universal Declaration of Human Rights (1948), Convention on the rights of the Child (1981), Salamanca Statement and Framework for Action (1994), United Nations Convention on the Rights of Persons with Disabilities (2006) and the Constitution of Kenya (2010). In addition, the Sustainable Development Goal number 4 (SDG4) aims at ensuring inclusive and equitable education for all, further the Basic Education Curriculum Framework (BCEF) 2016, adopts inclusivity and diversity as one of the guiding principles under its pillars. This calls for the teacher trainee to be adequately prepared with the competencies to plan, design and implement inclusion in the learning settings.

The unit covers overview of inclusive education, categories of learners in an inclusive setting, inclusive learning environment and barriers to inclusive education.

GENERAL LEARNING OUTCOMES

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

1. Demonstrate in-depth awareness of inclusive education to cater for the diverse needs of learners.
2. Utilise relevant professional documents to facilitate learning.
3. Develop, adapt and utilise relevant learning resources in specific subjects to address the diverse needs of learners.
4. Apply differentiated instruction and assessment while facilitating learning.
5. Provide appropriate intervention measures for learners in inclusive learning settings.
6. Participate in alleviating barriers to inclusive education in school.

STRAND 1.0: OVERVIEW OF INCLUSIVE EDUCATION

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 Overview of Inclusive Education	1.1 Background to inclusive Education. (2 hours)	By the end of the sub-strand, the teacher trainee should be able to; <ol style="list-style-type: none"> explain some given concepts of inclusion as a practice in education, analyze terms used in inclusive education, examine the importance of studying inclusive education as a component of teacher education, trace the development of inclusive education as a practice of promoting education for all, explore the characteristics of inclusive education as an approach in 	Teacher trainee to; <ul style="list-style-type: none"> brainstorm and make presentations on the meaning of the following terms and concepts used in inclusive education; (<i>inclusion, inclusive education, integration, mainstreaming, , least restrictive environment</i>) discuss the importance of studying inclusive education as a component of teacher education and make presentations, search online or from other sources of information on the development of inclusive education as a practice of promoting education for all, discuss and make PowerPoint presentations search online and from various other sources the characteristics of inclusive education as an 	<ol style="list-style-type: none"> Why is inclusive education an important component of teacher education? How does inclusive education practice promote education for all?

		provision of education for all, f) develop interest in studying inclusive education as a practice in education.	approach in provision of education for all, have a discourse and note down the findings. ● visit a school or conduct online research and document observable characteristics of an inclusive school.	
Core-competencies to be developed: <ul style="list-style-type: none"> ● Communication and collaboration: Enhance their skills in communication, team building and problem solving as trainees discuss in groups on the meaning and characteristics of inclusive education and take turns in the presentation of groups' findings. ● Digital literacy skills: Demonstrates digital literacy skills to enhance digital competency as the teacher trainee uses digital devices to search online for information on the development of inclusive education as a practice of promoting education for all and make PowerPoint presentations. 				
Values: <ul style="list-style-type: none"> ● Unity: Instilled through group interactions and collaborative learning. ● Respect: enhanced through accommodating divergent views during brainstorming sessions and as trainees take turns in discussions and presentations. 				

Suggested Formative Assessment Rubrics				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to explain concepts of inclusion as a practice in education.	Explains the given concepts of inclusion as practice in education in detail.	Explains all the given concepts of inclusion as practice in education.	Explains the concept of inclusion as practice in education with few relevant details.	Explains the concept of inclusion as practice in education leaving out many relevant details.
Ability to analyse terms used in inclusive education.	Analyses terms used in inclusive education in-depth giving many critical details.	Analyses terms used in inclusive education.	Analyses terms used in inclusive education partially giving some critical details.	Analyses terms used in inclusive education superficially leaving out many critical details.
Ability to examine the importance of studying inclusive education.	Examines the importance of studying inclusive education in-depth giving many critical details.	Examines the importance of studying inclusive education as a component of teacher education.	Examines the importance of studying inclusive education partially giving some critical details.	Examines the importance of studying inclusive education superficially leaving out many critical details.
Ability to trace the development of inclusive education as a practice of	Traces the development of inclusive education as a practice of	Traces the development of inclusive education as a practice of	Traces the development of inclusive education as a practice of promoting education	Traces the development of inclusive education as a practice of promoting education for all imprecisely.

promoting education for all.	promoting education for all with precision.	promoting education for all.	for all with minimal precision.	
Ability to explore the characteristics of inclusive education as an approach in provision of education for all.	Explore the characteristics of inclusive education as an approach in provision of education for all comprehensively with many relevant details.	Explore the characteristics of inclusive education as an approach in provision of education for all.	Explores the characteristics of inclusive education as an approach in provision of education for all partly with some relevant details.	Explores some of the characteristics of inclusive education as an approach in provision of education for all superficially leaving out many relevant details.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
<p>1.0 Overview of Inclusive Education</p>	<p>1.2 Principles of Inclusive Education</p> <p>(1 hour)</p>	<p>By the end of the Sub strand, the teacher trainee should be able to;</p> <p>a) explore the principles of inclusive education to promoting learning;</p> <p>b) evaluate the principles of Inclusive education in relation to different learning settings;</p> <p>c) apply the principles of inclusive education to meet the diverse needs of learners;</p> <p>d) embrace the principles of inclusive education</p>	<p>Teacher trainee to;</p> <ul style="list-style-type: none"> ● carry out library or online search, discuss and make powerpoint presentations on the principles of inclusive education, ● discuss and do a write up on how each of the following principles of inclusive education enhance learning: <ul style="list-style-type: none"> ○ Recognize and embrace learners’ diversity ○ Provide accessible and usable learning resources and environments ○ Design flexible learning experiences ○ Represent diversity in the curriculum ○ Scaffold underpinning knowledge and skills ○ Build a community of learners ○ Assess equitably ○ Feedback effectively ○ Reflect on and evaluate practice. 	<p>How are the principles of inclusive education applied in learning to meet diverse needs of learners?</p>

		in instructional planning and implementation.	<ul style="list-style-type: none"> model the application of the principles of inclusive education to meet the diverse needs of learners . 	
<p>Core-competencies to be developed:</p> <ul style="list-style-type: none"> Pedagogical content knowledge: Displays understanding about how learners learn to plan a variety of instructional strategies and resources to respond to learners’ diverse needs as the teacher trainee models application of the principles of inclusive education during micro teaching sessions. Critical thinking and innovation: Creates a constructive learning environment that supports learners with diversity of experiences as the teacher trainee explores ways of applying the principles of inclusive education to meet the diverse needs of learners. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: instilled through working together in groups. Love: enhanced as trainees treat one another with dignity and exhibit sensitivity when giving feedback to each other. 				

Suggested Formative Assessment Rubrics				
Level	Exceeds Expectations	Meets Expectations	Approaches Expectation s	Below Expectations
Indicator				
Ability to explore the principles of inclusive education to promote learning.	Explores principles of inclusive education to promote learning comprehensively giving many critical details.	Explores the principles of inclusive education to promote learning.	Explores the principles of inclusive education to promote learning partially giving some critical details.	Explores the principles of inclusive education to promote learning superficially leaving out many critical details.

Ability to evaluate the principles of Inclusive education in relation to different learning settings.	Evaluates the principles of Inclusive education in relation to different learning settings comprehensively giving many critical details.	Evaluates the principles of Inclusive education in relation to different learning settings.	Evaluates the principles of Inclusive education in relation to different learning settings partially giving some critical details.	Evaluates the principles of Inclusive education in relation to different learning settings superficially leaving out many critical details.
Ability to apply the principles of inclusive education to meet the diverse needs of learners.	Applies the principles of inclusive education to meet the diverse needs of learners aptly.	Applies the principles of inclusive education to meet the diverse needs of learners.	Applies the principles of inclusive education to meet the diverse needs of some learners with moderate adeptness.	Applies the principles of inclusive education to meet the diverse needs of learners with ineptly.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
1.0 Overview of Inclusive Education	1.3 Legal Framework (1 hour)	By the end of the sub-strand, the teacher trainee should be able to; <ol style="list-style-type: none"> analyse international, regional and national legal instruments that support implementation of inclusive education, evaluate the implementation of the provisions of the legal instruments in different learning settings, apply the provisions of legal instruments in planning and implementing learning, appreciate provisions of the legal instruments as a basis of best practices in education. 	Teacher trainees to; <ul style="list-style-type: none"> conduct online or library search, analyse and make presentations on the international, regional and national legal instruments that support implementation of inclusive education. conduct an online research to determine the extent to which the provisions of the legal instruments have been implemented in different learning settings in Kenya, discuss and share findings, discuss how the provisions of the legal instruments on inclusive education are applied in the learning process. 	<ol style="list-style-type: none"> To what extent have the provisions of the legal instruments implemented in different learning settings in Kenya? How are the provisions of the legal instruments applied in planning and implementing learning?
<p>Core-competencies to be developed:</p> <ul style="list-style-type: none"> Pedagogical Content Knowledge: Displays understanding of the competency-based education and broad 21st Century learners' outcomes and support systems as the teacher trainee acquires knowledge and skills on how to apply provisions of legal instruments in planning and implementing learning. 				

- **Communication and Collaboration:** Enhances their skills in communication, team building and problem solving as the teacher trainee shares ideas on the extent to which the provisions of the legal instruments have been implemented in different learning settings in Kenya.

Values:

- **Social justice** is enhanced as teacher trainees brainstorm and explore the international, regional and national legal instruments that support implementation of inclusive education and apply the provisions therein to ensure inclusion for all learners.
- **Peace** is enhanced as teacher trainees share ideas on the extent to which the provisions of the legal instruments have been implemented in different learning settings in Kenya.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to analyse international, regional and national legal instruments that support implementation of inclusive education.	Analyses international, regional and national legal instruments that support implementation of inclusive education comprehensively giving many critical details.	Analyses international, regional and national legal instruments that support implementation of inclusive education.	Analyses international, regional and national legal instruments that support implementation of inclusive education partially giving some critical details.	Analyses regional and national legal instruments that support implementation of inclusive education superficially leaving out many critical details.

Ability to evaluate the implementation of the provisions of the legal instruments in different learning settings.	Evaluates the implementation of the provisions of the legal instruments in different learning settings in-depth giving many relevant examples.	Evaluates the implementation of the provisions of the legal instruments in different learning settings.	Evaluates the implementation of the provisions of the legal instruments in different learning settings partly giving some relevant examples.	Evaluates the implementation of the provisions of the legal instruments in different learning settings superficially leaving out many relevant examples.
Applying the provisions of legal instruments in planning and implementing learning.	Applies the provisions of legal instruments in planning and implementing learning aptly.	Applies the provisions of legal instruments in planning and implementing learning.	Applies the provisions of legal instruments in planning and implementing learning with moderate adeptness.	Applies the provisions of legal instruments in planning and implementing learning ineptly.

STRAND 2.0: CATEGORIES OF LEARNERS IN AN INCLUSIVE SETTING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key enquiry question
2.0 Categories of Learners in an Inclusive setting	2.1 Gifted And Talented Learners (1 Hour)	By the end of the sub-strand the teacher trainee should be able to; <ol style="list-style-type: none"> a) explain the characteristics of learners who are gifted and talented for identification, b) explore the instructional strategies for facilitating learning to learners who are gifted and talented, c) plan for intervention to support learners who are gifted and talented to progress in an inclusive learning setting, d) model a micro lesson on facilitating learning to learners who are gifted 	Teacher trainee to: <ul style="list-style-type: none"> ● watch videos and brainstorm on identification of gifted and talented learners, noting their characteristics, ● discuss the difference between gifted and talented, ● research and write a paper on how the characteristics of gifted and talented affect learning, ● search online and from other sources of information, the instructional strategies for facilitating learning for learners who are gifted and talented in an inclusive setting, discuss findings and report, ● have a discourse on ways of differentiating learning for learners who are gifted and talented in an inclusive setting, 	How does a teacher facilitate learning to learners who are gifted and talented in an inclusive setting?

		and talented in an inclusive setting, e) enjoy facilitating learning to learners who are gifted and talented in an inclusive setting.	● plan and model lessons taking into consideration differentiation for learners who are gifted and talented in an inclusive setting.	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration: Enhances their skills in communication, team building and problem solving as the teacher trainees discuss the difference between gifted and talented. ● Self-efficacy: Appreciates experiences the learners bring to class, create trusting, respectful climate that enhances mastery of learner experiences acquired as trainees successfully applies appropriate strategies for facilitating learning to learners who are gifted and talented in an inclusive setting. 				
<p>Values</p> <ul style="list-style-type: none"> ● Unity: inculcated as the teacher trainees discuss the difference between gifted and talented. ● Respect: developed as the teacher trainees have a discourse on ways of differentiating learning for learners who are gifted and talented in an inclusive setting 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the characteristics of children who are gifted and talented.	Explains the characteristics of children who are gifted and talented in-depth giving many relevant details.	Explains the characteristics of children who are gifted and talented.	Explains the characteristics of children who are gifted and talented partially giving some relevant details.	Explains the characteristics of children who are gifted and talented superficially leaving many relevant details.
Ability to explore the instructional strategies for facilitating learning to learners who are gifted and talented in an inclusive setting.	Explores instructional strategies for facilitating learning to learners who are gifted and talented in an inclusive setting comprehensively giving many critical details.	Explores the instructional strategies for facilitating learning to learners who are gifted and talented in an inclusive setting.	Explores some of the instructional strategies for facilitating learning to learners who are gifted and talented in an inclusive setting partially giving some critical details.	Explores some of the instructional strategies for facilitating learning to learners who are gifted and talented in an inclusive setting superficially leaving out many critical details.
Ability to plan for intervention to support learners who are gifted and talented.	Plans for intervention to support learners who are gifted and talented aptly.	Plans for intervention to support learners who are gifted and talented.	Plans for intervention to support learners who are gifted and talented with moderate adeptness.	Plans for intervention to support learners who are gifted and talented ineptly.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to model a micro lesson on facilitating learning to learners who are gifted and talented in an inclusive setting.	Models a micro lesson on facilitating learning to learners who are gifted and talented in an inclusive setting exemplarily.	Models a micro lesson on facilitating learning to learners who are gifted and talented in an inclusive setting.	Models a micro lesson on facilitating learning to learners who are gifted and talented in an inclusive setting with moderate proficiency.	Models a micro lesson on facilitating learning to learners who are gifted and talented in an inclusive setting with minimal proficiency.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.2. Learners Living Under Difficult Circumstances (1 hour)	By the end of the Sub strand the teacher trainee should be able to; <ul style="list-style-type: none"> a) identify categories of learners living under difficult circumstances, b) explore the factors that lead children to live under difficult circumstances, c) examine support services that learners who live under difficult circumstances require to participate in learning, d) implement plans that are geared 	Teacher trainee to; <ul style="list-style-type: none"> • conduct online or library search on the following categories of learners living under difficult circumstances: <ul style="list-style-type: none"> ○ Orphans ○ Homeless children ○ Abandoned children ○ Refugee children ○ Street children ○ Working children ○ Children affected by wars and conflict ○ Children affected by natural disasters ○ Children affected or infected by HIV and Aids ○ Children suffering from chronic and terminal diseases ○ Children in conflict with law ○ Children who are victims of crime discuss and make presentations.	<ol style="list-style-type: none"> 1. Why do learners living under difficult circumstances require specialized support? 2. How are learners living in difficult circumstances supported to learn in an inclusive setting?

		<p>towards enhancing learning among learners living under difficult circumstances,</p> <p>e) recognise learners living under difficult circumstances as part of the school community.</p>	<ul style="list-style-type: none"> • Search for information on factors that lead children to live under difficult circumstances and share their findings, • visit centres or institutions within the community or conduct online research on care for learners living in difficult circumstances and write a paper on various support services that are provided, • search for information on support services that learners who live under difficult circumstances require to participate in learning in an inclusive setting, discuss and make presentations, • discuss and formulate strategies to support learners living in difficult circumstances to participate in learning in an inclusive setting, • model strategies to support learners living in difficult circumstances to participate in learning in an inclusive setting. 	
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Core Competencies to be developed:

- **Learning to learn and Reflective Practice:** Develops reflective skills in teaching and learning as the teacher trainee models strategies to support learners living in difficult circumstances to participate in learning in an inclusive setting.
- **Digital Literacy:** Demonstrates digital literacy skills to enhance digital competency as the teacher trainee search for information online and make PowerPoint presentations.

Link to values:

- **Respect** is enhanced as trainees take time to listen to and accommodate the views of others during discussion
- **Unity** is inculcated as trainees work harmoniously in groups.
- **Social justice** is developed as trainees deliberate on ways of including learners living under difficult circumstances in mainstream learning.

Suggested Formative Assessment Rubric				
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to identify categories of learners living under difficult circumstances.	Identifies categories of learners living under difficult circumstances with much detail.	Identifies categories of learners living under difficult circumstances.	Identifies some of the categories of learners living under difficult circumstances with some details.	Identifies some categories of learners living under difficult circumstances with few correct details.
Ability to explore the factors that lead children to live under difficult circumstances.	Explores factors that lead children to live under difficult circumstances comprehensively.	Explores the factors that lead children to live under difficult circumstances.	Explores some of the factors that lead children to live under difficult circumstances partially.	Explores some of the factors that lead children to live under difficult circumstances sketchily.
Ability to examine support services that learners who live under difficult circumstances require to participate in learning	Examines support services that learners who live under difficult circumstances require to participate in learning extensively.	Examines support services that learners who live under difficult circumstances require to participate in learning	Examines some support services that learners who live under difficult circumstances require to participate in learning partially.	Examines some support services that learners who live under difficult circumstances require to participate in learning narrowly.

<p>Ability to implement plans that are geared towards enhancing learning among learners living under difficult circumstances.</p>	<p>Implements plans that are geared towards enhancing learning among learners living under difficult circumstances innovatively.</p>	<p>Implements plans that are geared towards enhancing learning among learners living under difficult circumstances.</p>	<p>Implement plans that are geared towards enhancing learning among learners living under difficult circumstances with moderate proficiency.</p>	<p>Implement plans that are geared towards enhancing learning among learners living under difficult circumstances with minimal proficiency.</p>
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.3. Children from affluent families. (1 hour)	By the end of the Sub strand, the teacher trainee should be able to; <ol style="list-style-type: none"> a) identify the needs of learners from affluent families, b) explore the factors that may affect learning among learners from affluent families, c) examine support services that learners from affluent families may require to participate in learning, d) implement strategies to enhance learning among learners from affluent families, e) appreciate the need to support learners from affluent families in an inclusive setting. 	Teacher trainee to; <ul style="list-style-type: none"> • brainstorm and make notes on the needs of learners from affluent families, • discuss appropriate interventions required to support learners from affluent families in an inclusive setting, • search for information from various sources on the factors that may affect learning among learners from affluent families, discuss and make presentations, • discuss support services that learners from affluent families may require to participate in learning in an inclusive setting. • design a plan geared towards enhancing learning among learners from affluent families. 	<ol style="list-style-type: none"> 1. Why is it crucial to identify learning needs of a learner from an affluent family? 2. How are learners from affluent families supported to learn in an inclusive setting?

			<ul style="list-style-type: none"> • model strategies to enhance learning among learners from affluent families. 	
<p>Core Competencies to be developed:</p> <p>Pedagogical Content Knowledge; as the teacher trainee designs appropriate plans for enhancing learning among learners from affluent families.</p> <p>Digital Literacy; Uses and evaluates digital resources, tools and services as teacher trainee utilizes digital devices to search online for factors that may affect learning among learners from affluent families.</p>				
<p>Link to values:</p> <p>Responsibility is enhanced as trainees initiate programmes to support learners from affluent families fit in an inclusive setting.</p> <p>Social justice is ensured as trainees implement programmes aimed at eliminating exclusion in the learning process.</p>				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the needs of learners from affluent families.	Identifies the needs of learners from affluent families comprehensively.	Identifies the needs of learners from affluent families.	Identifies some of the needs of learners from affluent families.	Identifies some of the needs of learners from affluent families with few correct details.
Ability to explore the factors that may affect learning among learners from affluent families.	Explores the factors that may affect learning among learners from affluent families with rich examples.	Explores the factors that may affect learning among learners from affluent families.	Explores some of the factors that may affect learning among learners from affluent families partially giving some examples.	Explores some factors that affect learning among learners from affluent families sketchily giving minimal details.
Ability to examine support services that learners from affluent families may require to participate in learning in an inclusive setting.	Examines support services that learners from affluent families may require to participate in learning in an inclusive setting extensively.	Examines support services that learners from affluent families may require to participate in learning in an inclusive setting.	Examines some support services that learners from affluent families may require to participate in learning in an inclusive setting partly.	Examines some of the support services that learners from affluent families may require to participate in learning narrowly.

Ability to implement plans that are geared towards enhancing learning among learners from affluent families.	Implements plans that are geared towards enhancing learning among learners from affluent families competently and creatively.	Implements plans that are geared towards enhancing learning among learners from affluent families.	Implements plans that are geared towards enhancing learning among learners from affluent families with a moderate level of competence.	Implements plans that are geared towards enhancing learning among learners from affluent families with minimal level of competence.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.4 Learners with Disabilities- Visual Impairments. 3 hours	By the end of the sub-strand, the teacher trainee should be able to; <ol style="list-style-type: none"> a) explore the characteristics of learners with visual impairment, b) examine the unique skills necessary for learners with visual impairment to function in an inclusive setting, c) explore the instructional strategies for facilitating learning to learners with visual impairment; d) identify learning resources used by learners with visual impairment; 	Teacher trainee to: <ul style="list-style-type: none"> • search and watch videos of learners with visual impairments, • note down unique characteristics of learners with low vision and those who are blind observed. Share and discuss their findings, • discuss the unique skills necessary for learners with visual impairment to function in an inclusive setting, • conduct online or library search, on the instructional strategies for facilitating learning to learners with visual impairment in an inclusive setting discuss and make powerpoint presentations, • describe learning resources for learners with visual 	<ol style="list-style-type: none"> 1. How can one identify a learner has visual impairment? 2. Why do learners with visual impairment experience learning challenges in an inclusive setting?

		<p>e) implement intervention strategies to support learners with visual impairment in an inclusive setting;</p> <p>f) develop the desire to support learners with visual impairment in an inclusive setting.</p>	<p>impairment such as tactile charts and maps,</p> <ul style="list-style-type: none"> • discuss intervention strategies to support learners with visual impairment in an inclusive setting. • model intervention strategies to support learners with visual impairment in an inclusive setting 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn and Reflective Practice: Empower themselves to shape the ever-evolving educational demands as the teacher trainee conducts online and library search for instructional strategies for facilitating learning to learners with visual Impairment in an inclusive setting. • Pedagogical Content Knowledge: Displays understanding about how learners learn to plan a variety of instructional strategies and resources to respond to learners’ diverse needs as the teacher trainee models intervention strategies to support learners with visual impairment in an inclusive setting. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace is enhanced as trainees accommodate others during discussions and group activities. • Respect is developed as trainees discuss intervention strategies to support learners with visual impairment in an inclusive setting. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore the characteristics of learners with visual impairment	Explores the characteristics of learners with visual impairment with rich examples.	Explores the characteristics of learners with visual impairment.	Explores the characteristics of learners with visual impairment partially giving some examples.	Explores the characteristics of learners with visual impairment sketchily with few to no examples.
Ability to examine the unique skills necessary for learners with visual impairment to function in an inclusive setting.	Examines the unique skills necessary for learners with visual impairment to function in an inclusive setting in-depth with detailed examples.	Examines the unique skills necessary for learners with visual impairment to function in an inclusive setting.	Examines some unique skills necessary for learners with visual impairment to function in an inclusive setting partially with some examples.	Examines the unique skills necessary for learners with visual impairment to function in an inclusive setting superficially with sketchy details.
Ability to explore the instructional strategies for facilitating learning to learners with visual impairment.	Explores the instructional strategies for facilitating learning to learners with visual impairment with rich examples.	Explores the instructional strategies for facilitating learning to learners with visual impairment.	Explores the instructional strategies for facilitating learning to learners with visual impairment partially with some examples.	Explores the instructional strategies for facilitating learning to learners with visual impairment sketchily with few to no examples.
Identifying learning resources used by learners	Identifies learning resources used by learners with visual	Identifies learning resources used by	Identifies some of the learning resources used	Identifies some learning resources used by

with visual impairment	impairment conclusively.	learners with visual impairment	by learners with visual impairment.	learners with visual impairment cursorily.
Implement intervention strategies to support learners with visual impairment in an inclusive setting.	Implements intervention strategies to support learners with visual impairment in an inclusive setting competently and creatively.	Implement intervention strategies to support learners with visual impairment in an inclusive setting.	Implement intervention strategies to support learners with visual impairment in an inclusive setting with moderate level of competence.	Implement intervention strategies to support learners with visual impairment in an inclusive setting with minimal level of competence.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Categories of Learners in an Inclusive Setting</p>	<p>2.4 Learners with Disabilities - Learners with Hearing Impairments.</p> <p>(3 hours)</p>	<p>By the end of the sub-strand the teacher trainee should be able to;</p> <p>a) explore the characteristics of learners with hearing impairment to identify learners who are hard of hearing and those with deafness,</p> <p>b) examine the unique skills necessary for learners with hearing impairment to function in an inclusive setting,</p> <p>c) explore the instructional strategies for facilitating learning to learners with hearing impairment,</p> <p>d) identify learning resources used by</p>	<p>Teacher trainee to;</p> <ul style="list-style-type: none"> ● Search for information on learners who have hearing impairment and document observable characteristics of learners who are hard of hearing and those with deafness, ● read and brainstorm on the unique skills necessary for learners with hearing impairment to function in an inclusive setting, ● conduct online or library search, discuss and make presentations on instructional strategies for facilitating learning to learners with hearing impairment in an inclusive setting, ● describe learning resources to be used by learners with 	<p>1.How can you distinguish learners who are hard of hearing from those who are deaf?</p> <p>2.Why should a teacher trainee learn basic sign language?</p>

		learners with hearing impairment, e) implement intervention strategies to support learners with hearing impairment in an inclusive setting, f) develop interest in supporting learners with hearing impairment in an inclusive setting.	hearing impairment in the learning process, ● discuss intervention strategies to support learners with hearing impairment in an inclusive setting, ● model intervention strategies to support learners with hearing impairment in an inclusive setting, conduct peer assessment and give feedback.	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Self-efficacy: Reflects confidence in the ability to exert control over his own and that of the learner’s motivation, behavior, and social environment as the teacher trainee models intervention strategies to support learners with hearing impairment in an inclusive setting. ● Assessment Competency: Facilitates assessment as learning to develop skills for reflecting on and monitoring their own learning as trainees conduct self and peer assessment when modeling lessons. 				
Values: <ul style="list-style-type: none"> ● Respect is developed as trainees receive and give positive feedback to their peers. ● Social justice is enhanced as trainees ensure inclusion of all learners in learning. 				

Suggested Formative Assessment Rubric				
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to explore the characteristics of learners with hearing impairment.	Explores the characteristics of learners with hearing impairment comprehensively with rich examples.	Explores the characteristics of learners with hearing impairment.	Explores the characteristics of learners with hearing impairment partially giving some examples.	Explores the characteristics of learners with hearing impairment superficially with sketchy examples.
Ability to examine the unique skills necessary for learners with hearing impairment to function in an inclusive setting.	Examines the unique skills necessary for learners with hearing impairment to function in an inclusive setting in depth with examples.	Examines the unique skills necessary for learners with hearing impairment to function in an inclusive setting.	Examines the unique skills necessary for learners with hearing impairment to function in an inclusive setting partially with some examples.	Examines the unique skills necessary for learners with hearing impairment to function in an inclusive setting superficially with sketchy details.
Ability to explore the instructional strategies for facilitating learning to learners with hearing impairment.	Explores instructional strategies for facilitating learning to learners with hearing impairment comprehensively giving rich examples.	Explores instructional strategies for facilitating learning to learners with hearing impairment.	Explores some instructional strategies for facilitating learning to learners with hearing impairment partially giving some examples.	Explores some instructional strategies for facilitating learning to learners with hearing impairment superficially with few examples.

Ability to identify learning resources used by learners with hearing impairment.	Identifies learning resources used by learners with hearing impairment conclusively.	Identifies learning resources used by learners with hearing impairment.	Identifies some of the learning resources used by learners with hearing impairment.	Identifies some learning resources used by learners with hearing impairment cursorily.
Ability to implement intervention strategies to support learners with hearing impairment in an inclusive setting.	Implements intervention strategies to support learners with hearing impairment in an inclusive setting aptly.	Implements intervention strategies to support learners with hearing impairment in an inclusive setting.	Implements intervention strategies to support learners with hearing impairment in an inclusive setting with moderate adeptness.	Implements intervention strategies to support learners with hearing impairment in an inclusive setting ineptly.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.4 Learners with Disabilities - Learners with physical Impairments. (1 hour)	By the end of the sub-strand the teacher trainee should be able to; <ol style="list-style-type: none"> a) explore the characteristics of the different categories of learners with physical impairment; b) examine the unique skills necessary for learners with physical impairment to function in an inclusive setting; c) Model the instructional strategies for facilitating learning to learners with physical impairments; 	Teacher trainee to; <ul style="list-style-type: none"> • watch videos and read about the characteristics of the different categories of learners with physical impairment and share their findings, • discuss and make presentations on unique skills necessary for learners with physical impairment to function in an inclusive setting, • conduct online or library search, discuss and make powerpoint presentations on instructional strategies for facilitating learning to learners with physical impairments in an inclusive setting, • discuss the learning resources to be used by learners with physical impairment in the learning process, • adapt learning resources to be used by learners with physical 	<ol style="list-style-type: none"> 1. How does physical impairment affect learning in an inclusive setting? 2. How are learners with physical impairments supported to learn in an inclusive setting?

		<p>d) identify learning and mobility resources used by learners with physical impairment;</p> <p>e) develop interest in supporting learners with physical impairment in an inclusive setting.</p>	<p>impairment in the learning process,</p> <ul style="list-style-type: none"> • search online for mobility and other assistive devices and technologies required by learners with physical impairments to learn in an inclusive setting, • model the instructional strategies for facilitating learning to learners with physical impairments. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Enhances their skills in communication, team building and problem solving as teacher trainees engage in group discussion and interacts with teachers and learners with physical impairments • Learning to learn and Reflective Practice; Empowers themselves to shape the ever-evolving educational demands as the teacher trainee conducts online and library search and discuss instructional strategies for facilitating learning to learners with physical impairments. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is developed as trainees take turns in group activities and positive feedback to their peers. • Social justice is enhanced as the teacher trainee models the instructional strategies for facilitating learning to learners with physical impairments to ensure inclusion of all learners in learning. 				

Suggested Formative Assessment Rubric				
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to explore the characteristics of the different categories of learners with physical impairment.	Explores characteristics of different categories of learners with physical impairment comprehensively with rich examples.	Explores the characteristics of different categories of learners with physical impairment.	Explains some of the characteristics of different categories of learners with physical impairment partially with some examples.	Explains some of the characteristics of different categories of learners with physical impairment superficially with few examples.
Ability to examine the unique skills necessary for learners with Physical impairment.	Examines the unique skills necessary for learners with Physical impairment in-depth with examples.	Examines the unique skills necessary for learners with Physical impairment.	Examines the unique skills necessary for learners with Physical impairment partially with some examples.	Examines the unique skills necessary for learners with Physical impairment superficially with sketchy details.
Ability to model the instructional strategies for facilitating learning to learners with Physical impairments	Models instructional strategies for facilitating learning to learners with Physical impairments in an inclusive setting exemplarily.	Models the instructional strategies for facilitating learning to learners with Physical impairments in an inclusive setting.	Models the instructional strategies for facilitating learning to learners with Physical impairments in an inclusive setting with moderate proficiency.	Models some of the instructional strategies for facilitating learning to learners with Physical impairments in an inclusive setting with minimal proficiency.

<p>Ability to identify learning and mobility resources used by learners with physical impairment in the learning process.</p>	<p>Identifies learning and mobility resources used by learners with physical impairment in the learning process conclusively.</p>	<p>Identifies learning and mobility resources used by learners with physical impairment in the learning process.</p>	<p>Identifies some learning resources or mobility devices used by learners with physical impairment in the learning process.</p>	<p>Identifies some learning resources and mobility resources used by learners with physical impairment in the learning process cursorily.</p>
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.4 Learners with Disabilities - Learners with intellectual Disability (2 hours)	By the end of the sub-strand the teacher trainee should be able to; a) Explore characteristics of learners with intellectual disability for identification; b) examine adaptive skills necessary for learners with intellectual disability to function in an inclusive setting; c) explore instructional strategies for facilitating learning to learners with intellectual disability; d) identify learning resources used by learners with intellectual disability;	Teacher trainee to; <ul style="list-style-type: none"> • search online or from other sources of information on the characteristics of learners with intellectual disability, discuss and make notes, • brainstorm on how these characteristics affect learning in an inclusive setting, • read and discuss the adaptive skills necessary for learners with intellectual disability to function in an inclusive setting, • watch videos, search online and discuss the instructional strategies for facilitating learning to learners with intellectual disability in an inclusive setting, • Search information from various sources on learning resources used by learners 	Why do learners with intellectual disability need to be equipped with adaptive skills?

		<p>e) implement instructional strategies for facilitating learning to learners with intellectual disability,</p> <p>f) appreciate working with learners with intellectual disability in an inclusive setting.</p>	<p>with intellectual disability in the learning process,</p> <ul style="list-style-type: none"> • discuss interventions for learners with intellectual disability in inclusive settings, • model the instructional strategies for facilitating learning to learners with intellectual disability in an inclusive setting. 	
<p>Core Competency to be developed:</p> <p>Learning to learn and Reflective Practice: Empower themselves to shape the ever-evolving educational demands as trainees discuss and model the instructional strategies for facilitating learning to learners with intellectual disability in an inclusive setting</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Unity is enhanced as trainees collaborate in group discussions. • Respect is enhanced as trainees accommodate each other's views during discussion. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore characteristics of learners with intellectual disability.	Explores characteristics of learners with intellectual disability comprehensively with rich examples.	Explores characteristics of learners with intellectual disability.	Explores characteristics of learners with intellectual disability partially giving some examples.	Explores characteristics of learners with intellectual disability superficially with few examples.
Ability to examine adaptive skills necessary for learners with intellectual disability.	Examines adaptive skills necessary for learners with intellectual disability in-depth with examples.	Examines adaptive skills necessary for learners with intellectual disability.	Examines adaptive skills necessary for learners with intellectual disability partially with some examples.	Examine adaptive skills necessary for learners with intellectual disability superficially with few examples.
Ability to identify learning resources used by learners with intellectual disability.	Identifies learning resources used by learners with intellectual disability conclusively.	Identifies learning resources used by learners with intellectual disability in the learning process	Identifies some of the learning resources used by learners with intellectual disability in the learning process.	Identifies some learning resources used by learners with intellectual disability in the learning process cursorily.

Ability to implement instructional strategies for facilitating learning to learners with intellectual disability.	Implements instructional strategies for facilitating learning to learners with intellectual disability competently and creatively.	Implements instructional strategies for facilitating learning to learners with intellectual disability.	Implements instructional strategies for facilitating learning to learners with intellectual disability with moderate proficiency.	Implements instructional strategies for facilitating learning to learners with intellectual disability with minimal proficiency.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Suggested Key Inquiry Question (s)
2.0 Categories of Learners in an Inclusive Setting	2.4 Learners with Disabilities - Learners with autism. (2 hours)	By the end of the sub-strand the teacher trainee should be able to: a) explore the characteristics of learners with autism for identification, b) examine the adaptive skills necessary for learners with autism to function in an inclusive setting, c) explore the instructional strategies for facilitating learning to learners with autism, d) identify learning resources used by learners with autism, e) apply appropriate intervention strategies to support learners with autism,	Teacher trainee to; <ul style="list-style-type: none"> ● conduct online or library search, discuss and make Powerpoint presentations on the characteristics of learners with autism. ● read and write notes on the adaptive skills necessary for these learners to function in an inclusive setting. ● search online and discuss the instructional strategies for facilitating learning to learners with autism in an inclusive setting. ● observe inclusive lessons on video or real class and discuss the instructional strategies applied in facilitating learning to learners with autism. ● search from various sources of information the learning resources used by learners with autism in the learning process. ● discuss interventions for learners with autism in inclusive settings. 	How can instructional strategies be adapted to meet the needs of learners with autism within an inclusive educational environment?

		f) appreciate efforts to address the needs of learners with autism in an inclusive setting.	<ul style="list-style-type: none"> ● model the instructional strategies for facilitating learning to learners with autism in an inclusive setting, conduct peer assessment and give feedback. 	
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Core Competencies to be developed:

- **Self-efficacy:** Reflect confidence in the ability to exert control over his own and that of the learner’s motivation, behavior, and social environment as the teacher trainees model the instructional strategies for facilitating learning to learners with autism in an inclusive setting.
- **Learning to learn and Reflective Practice:** Carry out action research to enrich learning as the teacher trainee read and write notes on the adaptive skills necessary for these learners to function in an inclusive setting.

Link to values:

- **Respect** is enhanced as teacher trainees conduct peer assessment and give feedback when modeling the instructional strategies for facilitating learning to learners with autism in an inclusive setting.
- **Social justice** is developed as trainees discuss interventions for learners with autism in inclusive settings as a strategy to give equal opportunities to participate in learning in an inclusive setting.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore the characteristics of learners with autism.	Explores the characteristics of learners with autism comprehensively with many critical details.	Explores the characteristics of learners with autism.	Explores the characteristics of learners with autism partially with few critical details.	Explores the characteristics of learners with autism superficially leaving out many critical details.
Ability to examine adaptive skills necessary for learners with autism to function in an inclusive setting.	Examines adaptive skills necessary for learners with autism to function in an inclusive setting in-depth with examples.	Examines adaptive skills necessary for learners with autism to function in an inclusive setting.	Examines adaptive skills necessary for learners with autism to function in an inclusive setting partially with some examples.	Examines adaptive skills necessary for learners with autism to function in an inclusive setting superficially with few examples.
Ability to identify learning resources used by learners with autism	Identifies learning resources used by learners with autism conclusively.	Identifies learning resources used by learners with autism.	Identifies some of the learning resources used by learners with autism.	Identifies few learning resources used by learners with autism cursorily.

Ability to apply appropriate intervention strategies to support learners with autism.	Applies appropriate intervention strategies to support learners with autism aptly and proficiently.	Applies appropriate intervention strategies to support learners with autism.	Applies appropriate intervention strategies to support learners with autism with moderate proficiency.	Applies appropriate intervention strategies to support learners with autism with minimal proficiency.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.4 Learners with Disabilities - Learners who are deaf blind. (2 hours)	By the end of the sub-strand, the teacher trainee should be able to; <ol style="list-style-type: none"> a) explore the characteristics of learners who are deaf blind for identification, b) examine the adaptive skills necessary for learners who are deaf blind to function in an inclusive setting, c) explore the instructional strategies for facilitating learning to learners who are deaf blind, d) identify learning resources used by learners who are deaf blind, 	Teacher trainee to; <ul style="list-style-type: none"> ● research and write notes on the characteristics of learners who are deaf blind, share and discuss findings, ● read and take notes on the adaptive skills learners who are deaf blind need to function in an inclusive setting, ● conduct online and library search or watch videos showing instructional strategies for facilitating learning to learners who are deaf blind, ● discuss the practicability of using the identified learning strategies in an inclusive setting with emphasis on individualized learning, ● identify learning resources used by learners who are deaf-blind in the learning process, 	How do learners who are deaf blind learn?

		<p>e) implement instructional strategies for facilitating learning to learners who are deaf-blind,</p> <p>f) appreciate working with learners who are deaf blind in an inclusive setting.</p>	<ul style="list-style-type: none"> ● discuss interventions for learners who are deaf-blind in inclusive settings, ● model the instructional strategies for facilitating learning to learners who are deaf-blind in an inclusive setting, conduct peer assessment and give feedback.. 	
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Core Competencies to be developed:

- **Critical Thinking and Problem Solving:** Apply critical thinking to solve emerging issues as teacher trainees discuss the practicability of using the identified learning strategies in an inclusive setting with emphasis on individualized learning.
- **Creativity and Innovation:** Use knowledge, skills, and values acquired in training to create new ideas to facilitate learning in an efficient and effective way as trainees model the instructional strategies for facilitating learning to learners who are deaf-blind in an inclusive setting.

Link to values:

- **Responsibility** is enhanced as teacher trainee researches and writes notes on the characteristics of learners who are deaf blind, share and discuss findings.
- **Social justice** is developed as teacher trainee models the instructional strategies for facilitating learning to learners who are deaf-blind to ensure all learners are fairly treated in an inclusive setting.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore the characteristics of learners who are deaf blind.	Explores the characteristics of learners who are deaf blind comprehensively with all critical details.	Explores the characteristics of learners who are deaf blind.	Explores the characteristics of learners who are deaf blind partially with few critical details.	Explores the characteristics of learners who are deaf blind superficially leaving out many critical details.

Ability to examine the adaptive skills necessary for learners who are deaf blind.	Examines the adaptive skills necessary for learners who are deaf blind in-depth with many critical details.	Examines the adaptive skills necessary for learners who are deaf blind.	Examines some adaptive skills necessary for learners who are deaf blind partially with some critical details.	Examines some adaptive skills necessary for learners who are deaf blind superficially leaving out many details.
Ability to identify learning resources used by learners who are deaf blind in the learning process.	Identifies learning resources used by learners who are deaf blind in the learning process conclusively.	Identifies learning resources used by learners who are deaf blind in the learning process.	Identifies some learning resources used by learners who are deaf blind in the learning process.	Identifies some learning resources used by learners who are deaf blind in the learning process cursorily.
Ability to implement instructional strategies for facilitating learning to learners who are deaf-blind,	Implements instructional strategies for facilitating learning to learners who are deaf-blind proficiently.	Implements instructional strategies for facilitating learning to learners who are deaf-blind.	Implements instructional strategies for facilitating learning to learners who are deaf-blind with moderate proficiency.	Implements instructional strategies for facilitating learning to learners who are deaf-blind with minimal proficiency.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.4 Learners with Disabilities - Learners with cerebral palsy (2 hours)	<p>By the end of the sub-strand, the teacher trainee should be able to;</p> <p>a) explore characteristics of the different categories of learners with cerebral palsy for identification;</p> <p>b) examine the adaptive skills necessary for Learners with cerebral palsy to function in an inclusive setting;</p> <p>c) identify learning resources used by learners with cerebral palsy;</p>	<p>Teacher trainee to;</p> <ul style="list-style-type: none"> • read on characteristics of different categories of learners with cerebral palsy (CP). • discuss how these characteristics affect learning and make presentations. • watch videos or observe a lesson in a school with learners who have CP, identify adaptive skills necessary for learners for these learners to function in an inclusive setting. • share on how the adaptive skills help learners with CP to function in an inclusive setting. • research and discuss instructional strategies for facilitating learning to learners with cerebral palsy in an inclusive setting. • search for information on learning resources used by 	<p>How do the characteristics of learners with Cerebral Palsy affect their learning in an inclusive setting?</p>

		<p>d) implement intervention strategies to facilitate learning to learners with cerebral palsy in an inclusive setting,</p> <p>e) embrace working with learners with cerebral palsy in an inclusive setting.</p>	<p>learners with cerebral palsy in the learning process.</p> <ul style="list-style-type: none"> • discuss interventions for learners with CP in inclusive settings. • model the intervention strategies to facilitate learning to learners with cerebral palsy in an inclusive setting, conduct peer assessment and give feedback. 	
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Core Competencies to be developed:

- **Critical Thinking and Problem Solving:** Use logic and evidence to arrive at solutions as teacher trainees discuss develop learning resources for learners with cerebral palsy.
- **Assessment Competency:** Engages actively in assessment process in order to develop the capacity to co-construct criteria for success, self-monitor progress and provide descriptive prompt and specific feedback as the teacher trainee conducts peer assessment and give feedback as they model the instructional strategies for facilitating learning to learners with CP in an inclusive setting.

Link to values:

- **Respect** is inculcated as trainees discuss interventions for learners with CP in inclusive settings.
- **Integrity** is enhanced as trainees observe ethics as they use digital resources to carry out online search.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore characteristics of the different categories of learners with cerebral palsy for identification.	Explores characteristics of the different categories of learners with cerebral palsy for identification comprehensively giving rich examples.	Explores characteristics of the different categories of learners with cerebral palsy for identification.	Explores characteristics of the different categories of learners with cerebral palsy for identification partially with some relevant examples.	Explores characteristics of the different categories of learners with cerebral palsy for identification superficially with sketchy examples.
Ability to examine adaptive skills necessary for Learners with cerebral palsy to function in an inclusive setting.	Examines adaptive skills necessary for Learners with cerebral palsy to function in an inclusive setting in-depth with many critical details.	Examines adaptive skills necessary for Learners with cerebral palsy to function in an inclusive setting.	Examines adaptive skills necessary for Learners with cerebral palsy to function in an inclusive setting partially with few critical details.	Examines adaptive skills necessary for Learners with cerebral palsy to function in an inclusive setting superficially leaving out many critical details.
Ability to identify learning resources used by learners with cerebral palsy.	Identifies learning resources used by learners with cerebral palsy conclusively.	Identifies learning resources used by learners with cerebral palsy.	Identifies some learning resources used by learners with cerebral palsy.	Identifies some learning resources used by learners with cerebral palsy cursorily.

Ability to implement intervention strategies to facilitate learning to learners with cerebral palsy in an inclusive setting,	Implements intervention strategies to facilitate learning to learners with cerebral palsy in an inclusive setting proficiently.	Implements intervention strategies to facilitate learning to learners with cerebral palsy in an inclusive setting.	Implements intervention strategies to facilitate learning to learners with cerebral palsy in an inclusive setting with moderate proficiency.	Implements intervention strategies to facilitate learning to learners with cerebral palsy in an inclusive setting with minimal proficiency.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Categories of Learners in an Inclusive Setting	2.4 Learners with Disabilities - Learners with learning Disabilities (1 hour)	By the end of the Sub strand, the teacher trainee should be able to; a) explore characteristics of learners with learning disabilities, b) design interventions to address challenges faced by learners with learning disabilities, c) desire to support learners with learning disabilities in an inclusive setting.	Teacher trainee to; ● conduct online or library search, discuss and make presentations on characteristics of learners with learning disabilities, ● brainstorm on how each of the characteristics affect learning in an inclusive setting citing specific areas of learning difficulties such as mathematics, spelling, reading, writing among others.	1. How are learners with learning disabilities identified? 2. How can you differentiate learning disabilities from intellectual disabilities?

			<ul style="list-style-type: none"> ● research and make notes on the interventions for learners with learning disabilities to alleviate their unique difficulties in specific learning areas including use of IEP. ● develop and demonstrate implementation an IEP for learners with learning disabilities with peers, review and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: Apply critical thinking to solve emerging issues as teacher trainees design interventions for learners with learning disabilities. ● Creativity and Innovation: Use knowledge, skills, and values acquired in training to create new ideas to facilitate learning in an efficient and effective way as teacher trainees develop and implement an IEP for learners with learning disabilities. ● Digital Literacy; Demonstrates digital literacy skills to enhance digital competency as the teacher trainee conduct online search on characteristics of learners with learning disabilities. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace is developed as trainees harmoniously work together in group activities. ● Respect is enhanced as trainees accommodate each other's views during group discussion. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore characteristics of learners with learning disabilities for identification.	Explores characteristics of learners with learning disabilities for identification comprehensively giving critical details.	Explores characteristics of learners with learning disabilities for identification.	Explores characteristics of learners with learning disabilities for identification partially with few critical details.	Explores characteristics of learners with learning disabilities for identification superficially leaving out many critical details.
Ability to design interventions for learners with learning disabilities.	Designs interventions for learners with learning disabilities aptly.	Designs interventions for learners with learning disabilities.	Designs interventions for learners with learning disabilities with moderate adeptness.	Designs interventions for learners with learning disabilities ineptly.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested learning experiences	Key inquiry questions
<p>2.0 Categories of Learners in an Inclusive Setting</p>	<p>2.4 Learners with Disabilities - Learners with multiple disabilities. (1 hour).</p>	<p>By the end of the sub-strand, the teacher trainee should be able to;</p> <ul style="list-style-type: none"> a) explore characteristics of learners with multiple disabilities, b) Distinguish primary and secondary disabilities among learners with multiple disabilities, c) examine the adaptive skills necessary for learners with multiple disabilities to function in an inclusive setting, d) identify learning and mobility resources used by learners with multiple disabilities; e) appreciate the diverse 	<p>Teacher trainee to;</p> <ul style="list-style-type: none"> ● conduct online or library search on the characteristics of learners with multiple disabilities, discuss and make Powerpoint presentations, ● search for information on how each of the characteristics affect their learning in an inclusive setting, discuss findings, ● have a discourse on primary and secondary disabilities among learners with multiple disabilities and their implication to education and support, ● Search for information from various sources on the adaptive skills needed for these learners to function in an inclusive setting, discuss and document findings, 	<ol style="list-style-type: none"> 1. How are learners with multiple disabilities supported to learn in an inclusive setting? 2. Why is it necessary to understand the characteristics of learners with multiple disabilities?

		characteristics of learners with multiple disabilities.	<ul style="list-style-type: none"> ● discuss on appropriate learning and mobility resources used by learners with multiple disabilities in the learning process. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Enhance their skills in communication, team building and problem solving as trainees discuss characteristics of learners with Multiple disabilities. ● Learning to learn and Reflective Practice: Empower themselves to shape the ever-evolving educational demands as trainees research and document the adaptive skills needed for these learners to function in an inclusive setting. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is enhanced as trainees collaborate in group discussions. ● Respect is enhanced as trainees accommodate each other's views and take turns as they have a discourse on primary and secondary disabilities among learners with multiple disabilities. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore characteristics of learners with multiple disabilities.	Explores characteristics of learners with multiple disabilities comprehensively giving many critical details.	Explores characteristics of learners with multiple disabilities.	Explores characteristics of learners with multiple disabilities partially giving few details.	Explores characteristics of learners with multiple disabilities superficially leaving out many critical details.
Ability to examine the adaptive skills necessary for learners with multiple disabilities to function in an inclusive setting.	Examines the adaptive skills necessary for learners with multiple disabilities to function in an inclusive setting in-depth giving rich examples.	Examines the adaptive skills necessary for learners with multiple disabilities to function in an inclusive setting.	Examines the adaptive skills necessary for learners with multiple disabilities to function in an inclusive setting partially with some examples.	Examines the adaptive skills necessary for learners with multiple disabilities to function in an inclusive setting superficially with sketchy examples.
Identifies learning and mobility resources used by learners with multiple disabilities.	Identifies learning and mobility resources used by learners with multiple disabilities conclusively.	Identifies learning and mobility resources used by learners with multiple disabilities.	Identifies some learning and mobility resources used by learners with multiple disabilities.	Identifies some learning and mobility resources used by learners with multiple disabilities cursorily.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
<p>2.0 Categories of Learners in an Inclusive Setting</p>	<p>2.5 Learners with emotional and behavior disorders.</p> <p>(1 hour).</p>	<p>by the end of the sub-strand, the teacher trainee should be able to;</p> <p>a) explore characteristics of learners with emotional and behavior disorders for identification;</p> <p>b) analyze the effects of emotional and behavior disorders on learning;</p> <p>c) design interventions to manage emotional and behavioral disorders among learners in an inclusive setting;</p> <p>d) embrace supporting learners with emotional and behavior disorders in an inclusive setting.</p>	<p>Teacher trainee to;</p> <ul style="list-style-type: none"> ● conduct online or library search, discuss and make presentations on characteristics of learners with emotional and behavior disorders, ● Search for information on the effects of emotional and behavior disorders on learning, ● discuss interventions to manage emotional and behavioral disorders among learners, ● read behaviour management strategies applicable in an inclusive setting and discuss. ● Develop and apply behaviour management programmes to support learners with behavioural disorders in an inclusive setting. 	<ol style="list-style-type: none"> 1. Why are learners with behavioural and emotional disorders considered for specialized intervention? 2. How can you identify learners with behavioural and emotional disorders in an inclusive setting?

Core-competencies to be developed:

- **Learning to learn and Reflective Practice:** Carry out action research to enrich learning as the teacher trainee searches for information on the effects of emotional and behavior disorders on learning,
- **Pedagogical Content Knowledge:** Displays understanding about how learners learn to plan a variety of instructional strategies as teacher trainee develops and implements behaviour management strategies that support learners with emotional and behavior disorders.

Values:

- **Love:** is enhanced as trainees and appreciate each other during group discussion and presentations.
- **Social justice:** is developed as trainees apply behavior management support learners with behavioural disorders in an inclusive setting.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explore characteristics of learners with emotional and behavior disorders.	Explores characteristics of learners with emotional and behavior disorders comprehensively giving many critical details.	Explores characteristics of learners with emotional and behavior disorders.	Explores characteristics of learners with emotional and behavior disorders partially with few critical details.	Explores characteristics of learners with emotional and behavior disorders superficially leaving out many critical details.

Ability to analyse the effects of emotional and behavior disorders on learning.	Analyses the effects of emotional and behavior disorders on learning in-depth with examples.	Analyses the effects of emotional and behavior disorders on learning.	Analyses the effects of emotional and behavior disorders on learning partially with some examples.	Analyses the effects of emotional and behavior disorders on learning superficially with sketchy examples.
Ability to design interventions to manage emotional and behavioral disorders among learners in an inclusive setting.	Designs interventions to manage emotional and behavioral disorders among learners in an inclusive setting aptly.	Designs interventions to manage emotional and behavioral disorders among learners in an inclusive setting.	Designs interventions to manage emotional and behavioral disorders among learners in an inclusive setting with moderate adeptness.	Designs interventions to manage emotional and behavioral disorders among learners in an inclusive setting ineptly.

STRAND 3.0: INCLUSIVE LEARNING ENVIRONMENT

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Inclusive Learning environment.	3.1 Characteristics of inclusive learning environment. (1 hour).	By the end of the sub-strand, the teacher trainee should be able to; <ol style="list-style-type: none"> a) examine the qualities of a good teacher in an inclusive setting, b) evaluate features of an effective inclusive learning environment that promote participation of learners, c) design an inclusive learning environment that suits diverse categories of learners, d) analyze the benefits of an inclusive learning environment to learners, teachers, parents and community, e) value the inclusive learning environment for promoting education for all. 	Teacher trainee to; <ul style="list-style-type: none"> ● discuss the qualities of a good teacher in an inclusive setting and make presentations. ● conduct online and library search on features of an effective inclusive learning environment and write a term paper. ● carry out a project to design an inclusive learning environment and conduct a peer review. ● discuss on the benefits of an inclusive learning environment to learners, teachers, parents and community, and make presentations. 	Why is the learning environment a key component in facilitating inclusive education?

Core Competencies to be developed:

Citizenship and Leadership: Develops and implements a shared vision for instruction that supports all learners as trainees carry out a project to design an inclusive learning environment to address the varied needs of learners.

Communication and collaboration: Enhance their skills in communication, team building and problem solving as trainees discuss on features of an effective inclusive learning environment and make presentation.

Values:

- **Respect:** enhanced as trainees take turns in discussions and presentations.
- **Love:** enhanced as trainees treat one another with dignity and exhibit sensitivity when giving feedback to each other during peer review of the design project.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to examine the qualities of a good teacher in an inclusive setting.	Examines the qualities of a good teacher in an inclusive setting in-depth giving rich examples.	Examines the qualities of a good teacher in an inclusive setting.	Examines the qualities of a good teacher in an inclusive setting partially with few examples.	Examines the qualities of a good teacher in an inclusive setting superficially with sketchy examples.
Ability to evaluate features of an effective inclusive learning environment.	Evaluates features of an effective inclusive learning environment comprehensively giving many critical details.	Evaluates features of an effective inclusive learning environment.	Evaluates features of an effective inclusive learning environment partially giving some critical details.	Evaluates features of an effective inclusive learning environment superficially leaving out many critical details.

Ability to design an inclusive learning environment.	Designs an inclusive learning environment aptly.	Designs an inclusive learning environment.	Designs an inclusive learning environment with moderate adeptness.	Designs an inclusive learning environment ineptly.
Ability to analyse the benefits of an inclusive learning environment.	Analyses the benefits of an inclusive learning environment in-depth with rich examples.	Analyses the benefits of an inclusive learning environment.	Analyses the benefits of an inclusive learning environment partially giving some examples.	Analyses the benefits of an inclusive learning environment superficially with sketchy examples.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
3.0 Inclusive Learning environment	3.2 Learning styles and multiple intelligences (1 hour)	By the end of the sub-strand, the teacher trainee should be able to; a) examine different learning styles of diverse learners in an inclusive setting, b) analyse multiple intelligences of diverse learners to effectively support learning, c) formulate instructional strategies that address the varying learning styles of learners, d) value the diverse learning styles among learners in an inclusive setting.	Teacher trainee to; <ul style="list-style-type: none"> ● conduct library search on the different learning styles of diverse learners, make notes and share findings, ● discuss multiple intelligences of diverse learners and relate them to school settings and share findings, ● discuss the instructional strategies that address the varying learning styles of learners, ● develop learning experiences that address the varying learning styles of learners in an inclusive setting, share with peers and critique. 	How can a teacher cater for varying learning styles in an inclusive setting?
<p>Core-competencies to be developed:</p> <ul style="list-style-type: none"> ● Pedagogical content knowledge: Organizes the content into an effective learning and teaching progression to develop and implement engaging learners’ learning activities as the teacher trainee develops learning experiences that address the varying learning styles of learners in an inclusive setting, share with peers and critique. 				

- **Assessment Competency:** Engages actively in assessment process in order to develop their capacity to co-construct criteria for success, self-monitor progress and provide descriptive prompt and specific feedback as the trainees develop, assess and critique each other's learning experiences

Values:

- **Unity:** instilled through working together in groups to discuss learnings styles and multiple intelligences.
- **Respect:** enhanced as trainees take turns during discussions and presentations.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to examine different learning styles of diverse learners in an inclusive setting.	Examines different learning styles of diverse learners in an inclusive setting extensively and in detail.	Examines different learning styles of diverse learners in an inclusive setting.	Examines different learning styles of diverse learners in an inclusive setting partly giving minimal details.	Examines different learning styles of diverse learners in an inclusive setting narrowly giving sketchy details.
Ability to analyse multiple intelligences of diverse learners.	Analyses multiple intelligences of diverse learners comprehensively giving rich examples. .	Analyses multiple intelligences of diverse learners.	Analyses some multiple intelligences of diverse learners partially giving some relevant examples.	Analyses very few multiple intelligences of diverse learners superficially giving sketchy examples.

Ability to formulate instructional strategies that address the varying learning styles of learners.	Formulates instructional strategies that address the varying learning styles of learners aptly.	Formulates instructional strategies that address the varying learning styles of learners.	Formulates instructional strategies that address the varying learning styles of learners with moderate adeptness.	Formulates instructional strategies that address the varying learning styles of learners ineptly.
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Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
	3.2 Curriculum differentiation (1 hr)	<p>By the end of the sub-strand, the teacher trainee should be able to;</p> <p>a) explain the concept of curriculum differentiation as a component of inclusive education,</p> <p>b) evaluate ways in which curriculum can be modified to suit diverse learners in an inclusive setting,</p> <p>c) examine learning strategies that suit diverse learners in an inclusive setting,</p> <p>d) design learning resources for diverse learners in an inclusive setting,</p> <p>e) design suitable differentiated</p>	<p>Teacher trainee to;</p> <ul style="list-style-type: none"> ●conduct online and library search on the concept of curriculum differentiation as a component of inclusive education(<i>content, learning strategies in an inclusive setting, learning resources and assessment</i>) ●search online ways in which curriculum can be modified to suit diverse learners in an inclusive setting and make presentations. ●watch videos and observe ways curriculum differentiation has been conducted in the learning process, share opinions on observations made. ● search for information on adapting activities to suit diverse needs of learners in an inclusive setting and make power point presentations. 	<ol style="list-style-type: none"> 1. Why do you differentiate curriculum for diverse learners in the learning process? 2. How do we differentiate curriculum to suit diverse learners in an inclusive setting?

		<p>assessment tasks for learners in an inclusive setting,</p> <p>f) model a differentiated lesson to cater for diverse learners in the learning process,</p> <p>g) appreciate curriculum differentiation as a component of inclusive education.</p>	<ul style="list-style-type: none"> ● design learning resources for diverse learners in an inclusive setting and display them in the resource room. ● formulate suitable differentiated formative assessment tasks for learners in an inclusive setting, ● plan and model a differentiated lesson, peer review the lessons and share feedback. 	
<p>Core-competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and innovation: Use knowledge, skills, and values acquired in training to create new ideas to facilitate learning in an efficient and effective way enhanced as the teacher trainees design learning resources for diverse learners. ● Pedagogical content knowledge: Displays understanding about how learners learn to plan a variety of instructional strategies and resources to respond to learners’ diverse needs as the teacher trainee plans and models differentiated lessons. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: instilled through working together in groups to discuss learning strategies. ● Respect: enhanced as trainees take turns during discussions and presentations on curriculum differentiation. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Evaluates ways in which curriculum can be modified to suit diverse learners in an inclusive setting.	Evaluates ways in which curriculum can be modified to suit diverse learners in an inclusive setting in-depth giving rich examples.	Evaluates ways in which curriculum can be modified to suit diverse learners in an inclusive setting.	Evaluates ways in which curriculum can be modified to suit diverse learners in an inclusive setting partially giving some relevant examples.	Evaluates ways in which curriculum can be modified to suit diverse learners in an inclusive setting superficially with sketchy examples.
Ability to examine learning strategies that suit diverse learners in inclusive settings.	Examines learning strategies that suit diverse learners in inclusive settings in-depth giving rich examples.	Examines learning strategies that suit diverse learners in an inclusive setting.	Examines learning strategies that suit diverse learners in an inclusive setting partially giving some relevant examples.	Examines learning strategies that suit diverse learners in an inclusive setting superficially with sketchy examples.
Ability to design learning resources for diverse learners in an inclusive setting.	Designs learning resources for diverse learners in an inclusive setting aptly.	Designs learning resources for diverse learners in an inclusive setting.	Designs learning resources for diverse learners in an inclusive setting with moderate adeptness.	Designs learning resources for diverse learners in an inclusive setting ineptly.

Ability to design suitable differentiated assessment tasks for learners in an inclusive setting.	Designs suitable differentiated assessment tasks for learners in an inclusive setting aptly.	Designs suitable differentiated assessment tasks for learners in an inclusive setting.	Designs suitable differentiated assessment tasks for learners in an inclusive setting with moderate adeptness.	Designs suitable differentiated assessment tasks for learners in an inclusive setting ineptly.
Ability to model a differentiated lesson to cater for diverse learners in the learning process.	Models a differentiated lesson to cater for diverse learners in the learning process exemplarily.	Models a differentiated lesson to cater for diverse learners in the learning process.	Models a differentiated lesson to cater for diverse learners in the learning process with moderate proficiency.	Models a differentiated lesson to cater for diverse learners in the learning process with minimal proficiency.

STRAND 4.0: BARRIERS TO INCLUSIVE EDUCATION

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Barriers to inclusive education	4.1 Physical barriers (1 hour)	By the end of the sub-strand, the teacher trainee should be able to; <ol style="list-style-type: none"> evaluate the physical barriers to effective implementation of inclusion in a learning setting, explore ways of alleviating physical barriers in an inclusive learning setting, formulate strategies of engaging parents and the society to alleviate physical barriers in inclusive learning environments, appreciate the need to alleviate physical barriers that may impede participation of all learners in the learning process. 	Teacher trainee to; <ul style="list-style-type: none"> brainstorm on physical barriers that may impede effective implementation of inclusion in a learning setting. discuss ways of alleviating physical barriers in a learning setting to support inclusion of all learners and make notes. develop IEC materials to sensitize the community on its role of alleviating physical barriers that may impede participation of all learners in the learning process, survey learning institutions online or in person and observe ways the schools have alleviated physical barriers and write a report. 	How do physical barriers impede effective implementation of inclusion?

Core-competencies to be developed:

- **Communication and Collaboration:** Enhance their skills in communication, team building and problem solving as the **teacher** trainees interact with each other to brainstorm on physical barriers that impede effective implementation of inclusion in a learning setting.
- **Creativity and innovation:** Use knowledge, skills, and values acquired in training to create new ideas to facilitate learning in an efficient and effective way as the teacher trainees discuss ways of alleviating physical barriers in inclusive learning settings.

Values

- **Social justice:** enhanced as trainees work together in groups to discuss physical barriers to inclusion with an aim of alleviating physical barriers in inclusive learning environments
- **Love:** enhanced as trainees support each other during discussion and presentations.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Evaluates physical barriers that may impede effective implementation of inclusion in a learning setting.	Evaluates physical barriers that may impede effective implementation of inclusion in a learning setting in-depth with rich examples.	Evaluates physical barriers that may impede effective implementation of inclusion in a learning setting.	Evaluates physical barriers that may impede effective implementation of inclusion in a learning setting partially with some relevant examples.	Evaluates physical barriers that may impede effective implementation of inclusion in a learning setting superficially with sketchy examples.

Explores ways of alleviating physical barriers in a learning setting to support inclusion of all learners	Explores ways of alleviating physical barriers in a learning setting to support inclusion of all learners comprehensively giving rich examples.	Explores ways of alleviating physical barriers in a learning setting to support inclusion of all learners	Explores ways of alleviating physical barriers in a learning setting to support inclusion of all learners partially giving some relevant examples.	Explores ways of alleviating physical barriers in a learning setting to support inclusion of all learners superficially giving sketchy examples.
Ability to formulate strategies of engaging parents and the society to alleviate physical barriers	Formulates strategies of engaging parents and the society to alleviate physical barriers aptly.	Formulates strategies of engaging parents and the society to alleviate physical barriers.	Formulates strategies of engaging parents and the society to alleviate physical barriers with moderate adeptness.	Formulates strategies of engaging parents and the society to alleviate physical barriers ineptly.

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question
4.0 Barriers to inclusive education	4.2 Social economic and cultural barriers (1 hour)	By the end of the sub-strand, the teacher trainee should be able to; <ol style="list-style-type: none"> evaluate the social economic and cultural barriers that may impede effective inclusion of learners; explore ways of alleviating social economic and cultural barriers in a learning setting to support inclusion; appreciate the need to alleviate social economic and cultural barriers that may impede participation of all learners in the learning process. 	Teacher trainee to; <ul style="list-style-type: none"> brainstorm and search online on the social economic and cultural barriers (<i>gender, ethnicity, poverty and cultural practices</i>) that may impede effective inclusion of learners in a learning setting. discuss ways of alleviating social economic and cultural barriers in a learning setting to support inclusion of all learners and make notes. write a paper on social economic and cultural barriers to inclusive education and make presentations. 	How do social economic barriers impede effective implementation of inclusion?
Core-competencies to be developed: <ul style="list-style-type: none"> Communication and Collaboration; Enhance their skills in communication, team building and problem solving as trainees discuss in groups Social economic and cultural barriers to inclusive education. Self-efficacy; Reflect confidence in the ability to exert control over his own and that of the learner's motivation, behavior, and social environment as teacher trainees participate in discussions and presentations. 				
Values: <ul style="list-style-type: none"> Unity: enhanced as trainees work together in groups to discuss social economic and cultural barriers to inclusion. 				

- **Respect:** enhanced as trainees take turns during discussions and presentations on Social economic and cultural barriers to inclusion.
- **Social justice:** developed as trainees explore ways of alleviating social economic and cultural barriers to include all learners.

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Evaluates the social economic and cultural barriers that may impede effective inclusion of learners in a learning setting.	Evaluates the social economic and cultural barriers that may impede effective inclusion of learners in a learning setting in-depth with rich examples.	Evaluates the social economic and cultural barriers that may impede effective inclusion of learners in a learning setting.	Evaluates the social economic and cultural barriers that may impede effective inclusion of learners in a learning setting partially with some relevant examples.	Evaluates the social economic and cultural barriers that may impede effective inclusion of learners in a learning setting superficially with sketchy examples.
Explores ways of alleviating social economic and cultural barriers in a learning setting to	Explores ways of alleviating social economic and cultural barriers in a learning setting to support inclusion of all learners	Explores ways of alleviating social economic and cultural barriers in a learning setting to support inclusion of all learners.	Explores ways of alleviating social economic and cultural barriers in a learning setting to support inclusion of all learners	Explores ways of alleviating social economic and cultural barriers in a learning setting to support inclusion of all learners

support inclusion of all learners.	in-depth with rich examples..		partially with some relevant examples.	superficially with some sketchy examples..
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