



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

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

**EDUCATIONAL LEADERSHIP AND MANAGEMENT
CURRICULUM DESIGN**

2024

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INTRODUCTION

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

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

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

Educational leadership management involves the management of curriculum by a school leader. The course enables the teacher trainee to gain knowledge on how to set institutional goals, manage curriculum, monitor lessons, allocate resources and organize regular evaluation activities to promote learning and growth. It enables the teacher trainee to have a sense of achieving educational goals and managing the dynamics between educational structures and the interests of stakeholders. Additionally, the course helps the teacher trainee to acquire knowledge on the strategies, behaviors and attitudes of instructional leaders and how they influence classroom instruction. These are hinged on three fundamental themes of instructional leadership, which involves engaging with

teachers, promoting teachers' professional growth, and fostering teacher reflection. The course also equips the teacher trainee with knowledge to understand learning institutions as organizational frameworks, in which educational agencies coexist and interact. This course is therefore, designed to equip the teacher trainee with competencies in order to undertake relevant managerial and administrative roles, as well as provide leadership in the management of the learning process.

GENERAL LEARNING OUTCOMES

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

1. Facilitate implementation of effective school administrative practices in a learning institution.
2. Use relevant legal documents that govern Basic Education for effective instructional leadership of learning institutions.
3. Collaborate with relevant stakeholders for effective management of Basic Education
4. Utilize educational support services to enhance collaboration between the institution and stakeholders for quality learning.
5. Apply leadership skills guided by professional ethics and standards for effective instructional leadership in learning institutions
6. Model best practices in instructional leadership to maximize productivity of staff in learning institutions.
7. Practice good leadership through accountability and transparency in financial management for effective utilization of resources

STRAND 1.0: INSTRUCTIONAL LEADERSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>1.0 Instructional Leadership</p>	<p>1.1 Principles of Instructional Leadership</p>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) examine the principles that guide education instructional leadership b) evaluate the importance of monitoring instructional records in learning institutions. c) develop procedures and processes to ensure sound and timely decision making. d) recognize the principles of instructional leadership for efficiency of learning 	<p>Teacher trainee;</p> <ul style="list-style-type: none"> • Brainstorm on the meaning and purpose of principles of leadership • Search for information on the internet on the principles that guide education instruction leadership, read and write summary notes to share with other trainees • Visit a learning institution of your choice to find out how monitoring of instructional records is done. Share and 	<p>How can a leader apply the principles of instructional leadership in a learning institution?</p>

			<p>discuss findings.</p> <ul style="list-style-type: none"> • Discuss the importance of monitoring instructional records in a learning institution. • Read and write a summary on how instructional leaders sets goals to achieve the operations of their daily activities • Discuss processes and procedures to develop goals of an institution • Engage a resource person to discuss how the school curriculum is managed • Discuss how assessment of learning is done in the learning institution, and make presentations • Read on how institutions ensure 	
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			<p>sound and timely decision making, write report and share</p> <ul style="list-style-type: none"> • Engage peers to develop procedures and processes to ensure sound and timely decision making for efficient leadership 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship and leadership -As teacher trainee recognize the principles of instructional leadership • Assessment competency -As teacher trainees discuss how assessment of learning is done in the learning institution, 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity -As teacher trainees discuss the importance of monitoring instructional records in a learning institution. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining the principles that guide education instructional leadership	Appropriately examines the principles that guide education instructional leadership	Examines the principles that guide education instructional leadership	Sometimes examines the principles that guide educational leadership	Makes some effort to examine the principles that guide education instruction leadership with guidance
Evaluating the importance of monitoring instructional records	Always evaluates the importance of monitoring instructional records	Evaluates the importance of monitoring instructional records	Occasionally evaluates the importance of monitoring instructional records	Has difficulty evaluating the importance of monitoring instructional records
Developing procedures and processes to ensure sound and timely decision making	Creatively develops procedures and processes to ensure sound and timely decision making	Develops procedures and processes to ensure sound and timely decision making	Develops some procedures and processes to ensure sound and timely decision making	Attempts to develop procedures and processes to ensure sound and timely decision making

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Instructional Leadership	1.2 Elements of instructional leadership	<p>By the end of the sub-strand, teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) conduct research on the elements of education instructional leadership applied in a learning institution. b) distinguish between authority and power in institutional leadership. c) apply elements of leadership for effective day to day operations of a learning institution. d) observe the value of responsibility as the teacher trainees apply elements of leadership in a learning institution for appreciation 	<p>The teacher trainee;</p> <ul style="list-style-type: none"> • Brainstorm on the meaning and purpose of elements of leadership • Discuss the elements of instructional leadership. • Visit an institution to research on the elements of education instructional leadership and how they are applied. Share findings. • Debate the difference between authority and power. • Search, download and watch a video 	<p>How can a school leader ensure the school achieves its goals?</p>

		e) acknowledge the value of responsibility to encourage leaders and staff for effective operations of the learning institution	clips to find out how the value of responsibility influences the operations of a learning institution	
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility- As teacher trainee visit an institution to research on the elements of education instructional leadership and how they are applied. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Conducting a research on the elements of education instructional leadership	Systematically and extensively carries out a research on the elements of education instructional leadership	Carries out a research on the elements of education instructional leadership	Sometimes carries out a research on the elements of education instructional leadership	Makes little effort to carry out a research on the elements of education instructional leadership
Distinguishing between authority and power	Accurately distinguishes between authority and power	Distinguishes between authority and power	Sometimes distinguishes between authority and power	Attempts to distinguish authority and power

Applying elements of leadership for effective day to day operations of a learning institution.	Consistently and correctly applies elements of leadership for effective day to day operations of a learning institution.	Applies elements of leadership for effective day to day operations of a learning institution	Applies some elements of leadership for effective day to day operations of a learning institution	Has difficulty applying elements of leadership for effective day to day operations of a learning institution
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0. Instructional Leadership	1.3 Leadership styles (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) assess leadership styles applied in education instructional leadership b) distinguish between autocratic and bureaucratic styles of leadership in education c) Apply leadership styles in the day-to-day operations of a learning institution. d) Recognize the different leadership styles that are applied in instructional leadership. 	Teacher trainee; <ul style="list-style-type: none"> • Discuss different leadership styles in education instructional leadership and how they are applied in schools such as <i>Democratic, Transformational, Laissez Faire, Consultative</i> • Search for information from the internet and other sources and debate the differences and similarities between Autocratic and Bureaucratic styles of leadership • Write a report on transformative and consultative leadership and their application in a learning situation. • Visit a learning institution of your choice and find out how instructional leaders apply different leadership styles in the running of their institutions 	Why should an instructional leader use different leadership styles in a learning institution?
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving- As teacher trainee search for information from the internet and other sources and debate the differences and similarities between autocratic and Bureaucratic styles of leadership 				

- **Citizenship and Leadership**- As teacher trainee discuss different styles of leadership in school.

Values:

- **Respect** - As teacher trainee debate on the differences and similarities between autocratic and bureaucratic styles of leadership.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Assessing leadership styles applied in education instructional Leadership.	Elaborately and Correctly assesses leadership styles applied in education instructional Leadership.	Assesses leadership styles applied in education instructional Leadership.	Assesses some leadership styles applied in education instructional Leadership.	Has difficulty assessing leadership styles applied in education instructional Leadership.
Distinguishing between Autocratic and Bureaucratic styles of leadership	Comprehensively distinguishes between autocratic and bureaucratic styles of leadership	Accurately distinguishes between autocratic and bureaucratic styles of leadership.	Sometimes distinguishes between Autocratic and Bureaucratic styles of leadership	Attempts to distinguish between Autocratic and Bureaucratic styles of leadership

Applying leadership styles in day to day operations of institution	Creatively and appropriately applies leadership styles in day to day operations of institution	Applies leadership styles in day to day operations of institution	Applies a few leadership styles in day to day operations of institution	Makes little effort to apply leadership styles in day to day operations of institution
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Instructional Leadership	1.4 Leadership skills (2 hours)	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) discuss persuasive leadership skills as applied in a learning institution. b) conducts research on the application of people management skills in a learning institution. c) explore how instructional leaders apply problem solving skills in a learning institution d) integrate ICT in instructional leadership e) acknowledge different leadership skills applied in a 	Teacher trainee; <ul style="list-style-type: none"> • Brainstorm on the different leadership skills applied in a learning institution. • Research on the application different leadership skills in learning institutions. such as (<i>Persuasive leadership skills, people management skills, problem solving skills among others</i>). Discuss and share information. • Discuss how leadership skills influence learning in an institution. Write a report. • Role play on the application of people management skills in the day to day operations of a learning institution • Search and watch video clips on institutional leaders applying leadership skills in the learning institution 	How does leadership skills influence learning in an institution?

		learning institution.	<ul style="list-style-type: none"> • Demonstrate how to utilize TPAD as a tool for instructional leadership. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy Skills - As teacher trainee search and watch video clips on institutional leaders applying leadership skills in the learning institution; • Learning to learn and reflective practice- As teacher trainee carry out similar demonstration sessions with other teacher trainees. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity- As teacher trainee role play on the application of people management skills in the day to day operations of a learning institution. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Evaluating persuasive skills as applied in a learning institution	Consistently and correctly evaluates persuasive skills as applied in a learning institution	Correctly evaluates persuasive skills as applied in a learning institution	Evaluates some persuasive skills as applied in the learning institution	Has difficulty evaluating persuasive skills as applied in a learning institution

Conducting a research on the application of people management skills in a learning institution	Systematically and appropriately researches on the application of people management skills in a learning institution	Accurately researches on the application of people management skills in a learning institution	Shows progressive effort to research on the application of people management skills in a learning institution	Requires continuous guidance to research on the application of people management skills in a learning institution
Exploring how instructional leaders apply problem solving skills in a learning institution	Conclusively and correctly explores how instructional leaders apply problem solving skills in a learning institution	Accurately explores how instructional leaders apply problem solving skills in a learning institution	To some extent explores how instructional leaders apply problem solving skills in a learning institution	Attempts to explore how instructional leaders apply problem solving skills in a learning institution
Integrating ICT in instructional leadership	Extensively and correctly integrates ICT in instructional leadership	Correctly integrates ICT in instructional leadership	Occasionally integrates ICT in instructional leadership	Puts little effort to integrate ICT in instructional leadership.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Instructional Leadership	1.5 Staff development and mentorship (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 meaning and purpose of staff development and mentorship in education instructional leadership b) analyze the role of an instructional leader in the employment of staff c) conducts research on ways instructional leaders maintain staff welfare in a learning institution. d) apply conflict resolution mechanisms in a learning institution. e) appreciate the need for staff development and mentorship in education 	Teacher trainee; <ul style="list-style-type: none"> • Brainstorm on the purpose of staff development and mentorship • Discuss the role of instructional leaders in the employment of the staff • Discuss ways of enhancing the professional development of the staff in a learning institution. • Search information on the internet among other sources on the relevance mentorship in staff development and share findings. • Research and write report on ways instructional leaders maintain staff welfare in a learning institution and make reports. • Interview instructional leaders to find how they apply conflict resolution mechanisms to resolve issues amongst staff. Compile a report and present findings. 	Why is mentorship important for the staff?

Core Competencies to be developed:

- **Self-Efficacy** -As teacher trainee interview instructional leaders to find how they apply conflict resolution mechanisms to resolve issues amongst staff.
- **Critical Thinking and Problem Solving** -As they write a term paper on various conflict resolution methods.

Values:

Peace - As teacher trainee find out how to apply conflict resolution mechanisms to resolve issues amongst staff.

- **Responsibility** -As teacher trainees find out how instructional leaders apply school rules and regulations in the institution.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Exploring the meaning and purpose of staff development and mentorship in education instructional leadership	Exhaustively and correctly explores the meaning and purpose of staff development and mentorship in education instructional leadership	Explores the meaning and purpose of staff development and mentorship in education instructional leadership	To some extent explains the meaning and purpose of staff development and mentorship in education instructional leadership	Attempts to explain the meaning of staff development and mentorship in education instructional leadership
Analyzing the role of the instructional leader in the employment of the staff	Systematically and correctly analyzes the role of the instructional leader in the employment of the staff	Analyzes the role of the instructional leader in the employment of the staff with ease	Shows progressive effort in analyzing the role of the instructional leader in the employment of the staff	Has difficulty analyzing the role of the instructional leader in the employment of the staff

Conducting a research on ways instructional leaders maintains staff welfare in a learning institution	Systematically and correctly conducts a research on ways the instructional leaders maintains staff welfare in a learning institution	Conducts a research on ways the instructional leaders maintains staff welfare in a learning institution	To some extent conducts a research on ways the instructional leaders maintains staff welfare in a learning institution	Attempts to conduct a research on ways instructional leaders maintains staff welfare in a learning institution
Applying conflict resolution mechanisms in a learning institution.	Creatively and correctly applies conflict resolution mechanisms in a learning institution.	Applies conflict resolution and mechanism in a learning institution	Sometimes applies conflict resolution and mechanism in a learning institution	Has difficulty applying conflict resolution mechanisms in a learning institution

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Instructional Leadership	1.6 Instructional Support (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 rationale of instructional support in education b) assess the importance of time management in a learning institution c) develop administrative records in a learning institution d) investigate how instructional leaders carry out school routines in a learning institution e) desire to observe rules and regulations for efficient leadership in a learning institution 	Teacher trainee; <ul style="list-style-type: none"> • Brainstorm the rationale of instructional support. • Write a term paper on how instructional leaders ensure time is managed well in their learning institutions and share information. • Discuss and develop different types of administrative records used in a learning institution by engaging a resource person. • Visit a learning institution to find out how instructional leaders apply school rules and regulations in the institution. Write a report and share findings. • Prepare a school routine as observed in learning institutions and discuss its importance. 	Why is instructional support important in a learning institution?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogy and content knowledge -As teacher trainee discuss and develop different types of administrative records used in a learning institution • Creativity and Innovation- As they prepare a school routine as observed in a learning institution 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Examining the rationale of instructional support	Critically and correctly examine the rationale of instructional support	Examines the rationale of instructional support	To some extent examines the rationale of instructional support	Attempts to examine the rationale of instructional support
Assessing the importance of time management in a learning institution	Elaborately and correctly assesses the importance of time management in a learning institution	Assesses the importance of time management in a learning institution	Sometimes assesses the importance of time management in a learning institution	Has difficulty assessing the importance of time management in a learning institution
Developing administrative records in a learning institution	Systematically and accurately develops administrative records in a learning institution	Develops administrative records in a learning institution	Develop some administrative records in a learning institution	Has challenges developing administrative records in a learning institution
Investigate on how instructional leaders carry out their school routines	Competently and efficiently investigates how instructional leaders execute their daily school routine	Investigates how instructional leaders execute their daily school routine	To some extent investigates how instructional leaders execute their daily school routine	Makes effort to investigate how instructional leaders execute their daily school routine

Develop a calendar of events	Skillfully develops a calendar of events	Develops a calendar of events	Shows progressive effort in developing a calendar of events	Attempts to developing a calendar of events
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Instructional Leadership	1.7 Co-ordination (1 hour)	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> a) evaluate the curriculum implementation process in a school b) explore ways of assessing school programmes c) investigate ways of ensuring inclusivity in decision making for coordination d) discuss the importance of allocation of duties and responsibilities for the smooth running of a learning institution e) employ the value of responsibility when taking up duties to facilitate school programmes 	<p>Teacher trainee;</p> <ul style="list-style-type: none"> • Discuss the meaning and purpose of coordination as it relates to leadership in learning institutions. • Search for information on the internet on how curriculum implementation is carried out in a learning institution • Engage teachers in the community to find out how instructional leaders conduct assessment of school programmes. • Research on ways of ensuring inclusivity in decision making for coordination using ICT and make presentations. • Discuss how instructional leaders networks and collaborates for efficient coordination of learning institution activities • Discuss how duties and responsibilities are allocated and carried out in a school. Write a 	<p>How do school leaders ensure effective Coordination of activities in a learning institution?</p>

			report and share.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship and leadership -As teacher trainee discuss how instructional leaders networks and collaborates for efficient coordination of learning institution activities • Learning to Learn and reflective practice -As they discuss the meaning and purpose of coordination as it relates to leadership in learning institutions 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility -As teacher trainee engage teachers in the community to find out how instructional leaders conduct assessment of school programmes. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Evaluating curriculum implementation process	Systematically and correctly evaluates the curriculum implementation process	Accurately evaluates curriculum implementation process	Sometimes evaluates curriculum implementation process	Has difficulties evaluating curriculum implementation process
Exploring ways of assessing school programmes	Skillfully and correctly explores ways of implementing curriculum in learning institution	Explores ways of implementing curriculum in learning institution	Explores some ways of implementing curriculum in learning institution	Has difficulty exploring some ways of implementing curriculum in learning institution

Investigate ways of ensuring inclusivity in decision making for coordination	Systematically and thoroughly investigates on ways of ensuring inclusivity in decision making for coordination	Investigates on ways of ensuring inclusivity in decision making for coordination	Shows progressive effort to investigate on ways of ensuring inclusivity in decision making for coordination	With guidance investigates some ways of ensuring inclusivity in decision making for coordination
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Instructional Leadership	1.8 Resource acquisition and allocation. (1 hour)	By the end of the sub-strand, the teacher trainee should be able to:- a) explore the meaning and purpose of resource acquisition and allocation b) categorize resources in a learning institution c) examine how instructional resources are acquired and allocated in a learning institution. d) desire to observe integrity when acquiring resources in a learning institution.	Teacher trainee; <ul style="list-style-type: none"> • Brainstorm on the meaning and purpose of resource acquisition and allocation. • Search information on the internet and other sources on the importance of resource acquisition and allocation in a learning institution • Discuss and categorize of resources in a learning institution (<i>Financial, Human and instructional resources</i>). • Role play ethical ways of using resources in a learning institution • Discuss how instructional leaders can observe integrity when acquiring resources in a learning institution 	How are school resources acquired and allocated?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy skills -As teacher trainee search information on the internet on the importance of resource acquisition and allocation in a learning institution; 				

Values:

- **Integrity** - As teacher trainee role play ethical ways of using resources in a learning institution.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Exploring meaning and purpose of resource acquisition and allocation	Systematically and correctly explores meaning and purpose of resource acquisition and allocation	Accurately explores meaning and purpose of resource acquisition and allocation	Explores meaning but cannot explore purpose of resource acquisition and allocation	Makes little effort to explore meaning but not the purpose of resource acquisition and allocation
Categorizing resources in a learning institution	Extensively and Precisely categorizes resources in a learning institution	categorizes resources in a learning institution	Categorizes some resources in a learning institution	Has difficulty categorizing some resources in a learning institution
Examining how instructional resources are acquired and allocated in a learning institution	Critically and correctly examines how instructional resources are acquired and allocated in a learning institution	Examines how instructional resources are acquired and allocated in a learning institution	Examines how some instructional resources are acquired and allocated in a learning institution	Has difficulty examining how some instructional resources are acquired and allocated in a learning institution

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
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1.0 Instructional Leadership	1.9 Quality control (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> explore types of quality control in a learning institution. analyze the importance of quality control in a learning institution. assess the role of school leadership in quality control observe responsibility in ensuring quality control for effective operations in a learning institution 	Teacher trainee; <ul style="list-style-type: none"> Brainstorm on different types of quality control in a learning institution Search, download and watch video clips on how instructional leaders ensure quality control in a learning process Discuss the importance of quality control in the learning institutions Discuss how quality control can be ensured in the learning process <i>by engaging a resource person</i> Search information on the internet and other sources on the role of school leadership in quality control, write a report and share 	Inquiry Questions How do leaders ensure quality is maintained in a learning institution?
Core Competencies to be developed: <ul style="list-style-type: none"> Pedagogical Content Knowledge -As they brainstorm on different types of quality control in the learning institution Communication and collaboration- As teacher trainee brainstorm on different types of quality control in a learning institution 				
Values: <ul style="list-style-type: none"> Responsibility -As teacher trainee discuss on how quality control is ensured in school revenue expenditure and disposal by engaging a resource person. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Exploring types of quality control in a learning institution	Skillfully and accurately explores types of quality control in a learning institution	Accurately explores types of quality control in a learning institution	Makes progressive effort to explore quality control in the learning institution	Explores types of quality control in a learning institution with assistance
Analyzing the importance of quality control in a learning institution	Critically and correctly analyzes the importance of quality control in a learning institution	Correctly analyze the importance of quality control in a learning institution	To some extent analyzes the importance of quality control in a learning institutions	Has difficulty analyzing the importance of quality in a learning institutions
Assessing the role of school leadership in quality control	Elaborately and correctly assesses the role of school leadership in quality control	Accurately assesses the role of school leadership in quality control	sometimes assesses the role of school leadership in quality control	Assesses the role of school leadership in quality control with guidance

STRAND 2.0: LEGAL PROVISIONS IN BASIC EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Legal provisions in basic education	2.1 Sustainable Development Goals (1 hour)	By the end of the sub-strand, the teacher trainee should be able to:- a) assess the influence of Sustainable Development Goals on basic education b) investigate the requirements of Sustainable Development Goals in relation to Basic Education c) appreciate the role of sustainable development goals in Basic Education	Teacher trainee: <ul style="list-style-type: none"> • Brainstorm on the meaning of sustainable development goals • Discuss the Sustainable Development Goals (SDGs) and their link to education(SDG NO.4) • Investigate the influence of Sustainable Development Goals (SDG 4) on Basic Education • Write a research paper on the requirements of sustainable development goals (SDG’s)in relation to basic education and make presentations. • Watch video clips on Sustainable Development Goals, and have discussions with other trainees on how they impact on education . 	How do the Sustainable Development Goals influence basic Education in Kenya?
<p>Core Competences to be developed:</p> <ul style="list-style-type: none"> • Assessment competence– As teacher trainees investigate the influence of Sustainable Development Goals (SDG 4) on Basic Education • Learning to learn and Reflective Practice - As they discuss the Sustainable Development Goals (SDG’s) and their link 				

to education (SDG NO.4);

- **Digital literacy skills** - As they make video clips showing the Sustainable development and have discussions with other trainees on how they impact on education

Values:

Unity - As teacher trainees discuss the Sustainable Development Goals (SDG's) and their link to education (SDG NO.4)

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Assessing the influence of Sustainable development goals	Skillfully and correctly assesses the influence of Sustainable development goals	Accurately assesses the influence of Sustainable development goals	Makes progressive effort to assess the influence of Sustainable development goals	Has difficulty assessing the influence of Sustainable development goals
Carrying out a project to find out the requirements of Sustainable Development Goals in relation to Basic Education and writing report	Systematically and correctly carries out a project to find out the requirements of Sustainable Development Goals in relation to Basic Education and writes a comprehensive report	Carries out a project to find out the requirements of sustainable development goals in relation to basic education and writes report	Carries out a project to find out the requirements of sustainable development goals in relation to basic education but writes an inconclusive report	Requires assistance to carry out a project to find out the requirements of sustainable development goals in relation to basic education but cannot write a report

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Legal provisions in basic education	2.2 East Africa Community Harmonization Framework (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 purpose of the East Africa Community Harmonization Framework and its influence on Basic Education b) discuss East Africa Community Harmonization Framework and how it impacts on learning c) evaluate how the East Africa Community Harmonization Framework has impacted on education d) promote the value of peace for harmonious co - existence within the learning institution and the region 	Teacher trainee: <ul style="list-style-type: none"> • Brainstorm on the purpose of East African Community Harmonization framework • Search information on the internet on aspects in East African Community Harmonization framework and share the information • Discuss with school administrators on how the East African Community Harmonization framework has impacted education • Visit a nearby education office to find out how the East African Community Harmonization promotes the value of peace within the region 	Why is the East African Community Harmonization Framework important in Basic education in Kenya?
Core Competences to be developed: <ul style="list-style-type: none"> • Citizenship and Leadership - As teacher trainee visit a nearby education office to find out how the East African community Harmonization promotes the value of peace within the region 				

Values:

- **Peace and unity** - As teacher trainee discuss with school administrators on how the East African Community Harmonization framework has impacted education

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining the purpose of the East Africa Community Harmonization Framework	Consistently and correctly examines purpose of East Africa Community Harmonization Framework	Examines the purpose of East Africa Community Harmonization Framework	Makes progressive effort to examine purpose of East Africa Community Harmonization Framework	Has difficulty examining the purpose of East Africa Community Harmonization Framework
Evaluating aspects in the East Africa Community Harmonization Framework	Consistently and Accurately evaluates aspects in the East Africa Community Harmonization Framework	Accurately Evaluates aspects in the East Africa Community Harmonization Framework	Evaluates some aspects in the East Africa Community Harmonization Framework	Attempts to evaluate some aspects in the East Africa Community Harmonization Framework

<p>Conducting research in schools to find out how the East Africa Community Harmonization Framework has impacted education</p>	<p>Systematically and correctly conducts research in schools to find out how the East Africa Community Harmonization Framework has impacted on education</p>	<p>Correctly conducts research in schools to find out how the East Africa Community Harmonization Framework has impacted education</p>	<p>Occasionally conducts research in schools to find out how the East Africa Community Harmonization Framework has impacted education</p>	<p>Has difficulty conducting research in schools to find out how the East Africa Community Harmonization Framework has impacted education</p>
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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Legal provisions in basic education	2.3 The Kenyan Constitution (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) justify the importance of the Kenyan Constitution and how it impacts Basic Education b) discuss the Bill of Rights to appreciate its impact on Basic Education c) examine the articles of chapter six of the Constitution in order to understand how it influences school leadership d) apply requirements of the Kenya Constitution to school leadership e) embrace the requirements of the Constitution in the curriculum implementation process. 	Teacher trainee: <ul style="list-style-type: none"> • Brainstorm on the Kenya Constitution in relation to Basic Education • Search information on the internet on aspects of the Bill of Rights and how they are applied in Basic Education and share findings. • Read and analyze aspects of the chapter six of the Constitution and how they influence school leadership. Make presentation, • Discuss how instructional leaders apply the value of integrity in their daily operations of a learning institution. 	What is the Kenyan Constitution's impact on institutional leadership?
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration -As teacher trainee discuss how instructional leaders apply the value of integrity in 				

their daily operations in a learning institution.

Values:

- **Integrity**– As teacher trainee learn about the aspect of integrity in school as they analyze the aspects of Chapter six of the constitution.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Justifying the importance of the constitution of Kenya	Extensively and accurately justifies the importance of the constitution of Kenya	Justifies the importance of the constitution of Kenya	To some extent justifies the importance of the constitution of Kenya	Has difficulty justifying the importance of the constitution of Kenya
Assessing aspects in the Bill of rights	Elaborately and correctly assesses aspects in the Bill of rights	Assesses aspects in the Bill of rights	Assesses some aspects in the Bill of rights	Assesses some aspects in the Bill of rights with assistance
Examining aspects of the chapter six of the constitution	Elaborately and correctly examines aspect of chapter six of the constitution	Examines aspects of chapter six of the constitution	Examines some aspects of chapter six of the constitution	Attempts to examine aspects of the chapter six of the constitution

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Legal provisions in basic education	2.4 Education Acts, Policies and Regulations (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) discuss the legal documents that govern Basic Education in Kenya. b) identify the legal documents required in school administration c) appreciate the importance of legal documents in administration of learning institutions. 	Teacher trainee: <ul style="list-style-type: none"> • Brainstorm on different legal documents that govern Basic Education in Kenya • Research using ICT on the legal documents (<i>Education Acts, Policies, Sessional Papers, and Regulations</i>) that govern Basic Education in Kenya. Share findings. • Discuss how requirements of different legal documents are implemented in schools by engaging a resource person. • Debate on the importance of legal documents in administration of learning institutions. 	Why are legal documents important in school leadership?
Core Competences to be developed: <ul style="list-style-type: none"> • Digital literacy skills - As teacher trainee use the internet to research on the legal documents that govern Basic Education and make presentations • Citizenship and leadership - As teacher trainee debate on the importance of legal documents in administration of learning institutions 				
Values <ul style="list-style-type: none"> • Responsibility – As teacher trainee research on the legal documents that govern Basic Education and make presentations 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Evaluating legal documents that govern Basic Education in Kenya	Consistently and correctly evaluates legal documents that govern Basic Education in Kenya	Evaluates the legal documents that govern Basic Education in Kenya	Evaluates some legal documents that govern Basic Education in Kenya	Has difficulties evaluating some legal documents that govern Basic Education in Kenya.
Applying requirements of the legal documents in school administration	Completely and accurately applies requirements of the legal documents in school administration	Applies requirements of the legal documents in school administration	Inconsistently applies requirements of the legal documents in school administration	Rarely applies any requirements of the legal documents in school administration
Conducting research on various legal documents that govern Basic Education in Kenya.	Systematically and elaborately conducts research on various legal documents that govern Basic Education in Kenya.	Conducts research on various legal documents that govern Basic Education in Kenya.	Shows progressive effort to research on various legal documents that govern Basic Education in Kenya.	Researches on some legal documents that govern Basic Education in Kenya with assistance

STRAND 3.0: BASIC EDUCATION IN KENYA

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Basic Education in Kenya	3.1.Ministry of Education (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe the structure of the Ministry of Education in Kenya b) discuss the functions of the Ministry of Education in Kenya c) recognize the role played by the Ministry of Education in the administration of basic education 	Teacher trainee: <ul style="list-style-type: none"> • Brainstorm on the structure of the Ministry of Education • Prepare an organogram showing the structure of the Ministry of Education • Discuss the functions of the Ministry of Education in the administration of basic education by engaging a resource person. • Research on NEMIS and its importance in educational management • Search information on the internet on the role played by the Ministry of Education in the administration of Basic Education 	What is the role of the government in the administration of Basic Education?
<p>Core- competencies to be developed:</p> <ul style="list-style-type: none"> • Pedagogical Content Knowledge -As a teacher trainee discuss the functions of the Ministry of Education in the administration of basic education • Creativity and innovation - As a teacher trainee prepare an organogram showing the structure of the Ministry of Education 				

Values:**Respect** -As a teacher trainee discuss the functions of the Ministry of Education in the administration of basic education**Suggested Formative Assessment Rubric**

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining the composition of Education Boards in Basic Education.	Critically and correctly examines the composition of Education boards in Kenya.	Correctly examines the composition of Education Boards in Kenya.	Sometimes examines the composition of Education Boards in Kenya.	With assistance to examine the composition of Education Boards in Kenya with little precision
Exploring the functions of the Education Boards in management of Basic Education.	Skillfully and correctly explores the functions of the Education Boards in management of Basic Education.	Explores the functions of the Education Boards in management of Basic Education.	Explores some functions of the Education Boards in management of Basic Education.	Has difficulty exploring some functions of the Education Boards in management of Basic Education with assistance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Basic education in Kenya.	3.2 Education Boards (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 composition of Education Boards in Basic Education. b) explore the functions of the Education Boards in management of Basic Education. c) discuss the role of Education Boards in the management of Basic Education d) appreciate the role of different Education Boards in the management of Basic Education. 	Teacher trainee: <ul style="list-style-type: none"> • Search for information using ICT and other resources on the composition of education boards (<i>National education board, county education boards and Boards of management</i>) • Draw organograms showing the structure of different Education Boards • Discuss and differentiate the functions and role of the Education Boards making reference to ICT and print resources. • Discuss the importance of different Education Boards in the management of Basic Education in Kenya, write a paper and make presentations 	What are the contributions of Education Boards to Basic Education in Kenya?
<p>Core- competences to developed:</p> <ul style="list-style-type: none"> • Self-Efficacy -As teacher trainee engage in discussion on the composition and functions of various Educational Boards. • Citizenship and Leadership- As teacher trainees appreciate the role of Boards of Education in promoting education in learning institutions. 				

Values:**Respect** -As teacher trainee assess the composition and functions of Education Boards

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining the composition of Education Boards in Basic Education.	Critically and correctly examines the composition of Education boards in Kenya.	Correctly examines the composition of Education Boards in Kenya.	Sometimes examines the composition of Education Boards in Kenya.	With assistance to examine the composition of Education Boards in Kenya with little precision
Exploring the functions of the Education Boards in management of Basic Education.	Skillfully and correctly explores the functions of the Education Boards in management of Basic Education.	Explores the functions of the Education Boards in management of Basic Education.	Explores some functions of the Education Boards in management of Basic Education.	Has difficulty exploring some functions of the Education Boards in management of Basic Education with assistance
Distinguishing the role of Education Boards in the management of Basic Education	Systematically and accurately distinguishes the role of Education Boards in the management of Basic Education	Accurately Distinguishes the role of Education Boards in the management of Basic Education	Makes progressive effort to distinguish the role of Education Boards in the management of Basic Education	Has difficulty distinguishing the role of Education Boards in the management of Basic Education

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 Basic education in Kenya	3.3 Agencies of Education (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: a) evaluate the agencies of education in relation to Basic Education. b) assess the functions of agencies of education in administration of Basic Education c) investigate the connection between the different agencies of Basic Education. d) acknowledge the role played by agencies of education in management of Basic Education	Teacher trainee: <ul style="list-style-type: none"> • Search information on the internet to identify the agencies of education. (<i>Kenya National Examination Council (KNEC), Kenya Institute of Curriculum Development(KICD), Kenya Literature Bureau (KLB), Teachers Service Commission (TSC), Kenya Education Management Institute (KEMI) Kenya Institute for Special Education (KISE)</i>) • Discuss the functions of different agencies of education and illustrate how the functions of various agencies of education are inter related. Write a report and share. • Debate on the role played by agents of education in the management of Basic Education. 	Why are the agencies of education important in the administration of Basic Education?
<p>Core- competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration - As teacher trainee discuss the functions of different agencies of education and illustrate how the functions of various agencies of education are inter related. Write a report and share 				

Values

- **Respect** - As teacher trainee debate the roles played by the agents of education in the management of basic education.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Evaluating the agents of education in relation to Basic Education.	Consistently and correctly evaluates the agents of education in relation to Basic Education.	Evaluates the agents of education in relation to Basic Education.	Evaluates some agents of education in relation to Basic Education.	Has difficulties evaluating the agents of education in relation to Basic Education.
Assessing the functions of agencies of education in administration of basic education	Elaborately and correctly assesses the functions of agencies of education in administration of basic education	Assesses the functions of agencies of education in administration of basic education	To some extent assesses the functions of agencies of education in administration of basic education	Makes little effort to assess some functions of agencies of education in administration of basic education
Investigating the connection between different agencies of Basic Education.	Systematically and Exhaustively investigates the connection between different agencies of Basic Education.	Correctly investigates the connection between different agencies of Basic Education.	Sometimes investigates the connection between different agencies of Basic Education	Attempts to investigate the connection between different agencies of Basic Education

STRAND 4.0: STAKEHOLDERS' ENGAGEMENT IN THE ADMINISTRATION OF BASIC EDUCATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>4.0 Stakeholders' engagement in the administration of basic education</p>	<p>4.1 Stakeholders in Basic Education (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) examine the major stakeholders in Basic Education b) analyze the role played by line ministries in the provision of Basic Education c) assess the role of different stakeholders in supporting the provision of Basic Education. d) appreciate the role of stakeholders in the education instructional leadership for motivation 	<p>Teacher trainee:</p> <ul style="list-style-type: none"> • Brainstorm on the major stakeholders in the administration of Basic Education (<i>TSC, KNUT, KUPPET, KESSHA, KEPSHA</i>) • Search for information on the internet and other sources online ministries that enhance the provision of Basic Education prepare a report and present findings • Discuss how line ministries contribute to Basic Education in Kenya by engaging a resource person. • Debate the role played by the major stakeholders in provision of Basic Education and share information. • Discuss the ways of enhancing collaboration with stakeholders. 	<p>How do stakeholders contribute to effective curriculum implementation?</p>

Core Competencies to be developed:

- **Communication and collaboration**-As teacher trainee discuss the ways of enhancing collaboration with stakeholders.
- **Digital literacy skills**-As teacher trainee search for information on the internet and other sources on line ministries that enhance provision of basic education

Values:

- **Unity and Respects** teacher trainee discuss how line ministries contribute to basic education in Kenya by engaging a resource person.
- **Patriotism** as teacher trainee discuss the ways of enhancing collaboration with stakeholders.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining the major stakeholders in Basic Education	Consistently examines the major stakeholders in Basic Education	Examines the major stakeholders in Basic Education	Examines some major stakeholders in Basic Education	Has difficulties examining some major stakeholders in the education
Analyzing the role of different stakeholders in supporting provision of Basic Education.	Systematically and correctly analyzes the role of different stakeholders in supporting provision of Basic Education.	Analyzes the role of different stakeholders in supporting provision of Basic Education.	Analyzes the role of some stakeholders in supporting provision of Basic Education	Attempts to analyze the role of different stakeholders in supporting provision of Basic Education.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Stakeholders engagement in administration of basic education	4.2 Other stakeholders in administration of Basic Education (1 hour)	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) examine other stakeholders in the administration of Basic Education b) assess the role of Non-Governmental Organizations in administration of Basic Education c) explore the impact of Community Based Organization(CBO's) and their participation in the promotion of Basic Education d) research on the importance of Faith Based Organizations (FBOs) and their contribution towards 	<p>Teacher trainee:</p> <ul style="list-style-type: none"> • Discuss the role played by stakeholders in administration of education • Visit a Non-governmental organization in the local community to find out how they support education and share findings. • Discuss the role of Community Based Organizations (CBO's) in the administration of Basic Education • Search information on the internet on the ways UN agencies(<i>UNESCO, UNICEF, WHO, FAO, WFO, UNHCR</i>) support basic education, write a report and share • Search, download and 	<p>What is the role of stakeholders in the administration of basic education?</p>

		<p>promotion of education</p> <p>e) appreciate the role of stakeholders in the administration of basic education in order to provide them support</p>	<p>watch a video clip on how faith based organization provide support to learning institutions</p> <ul style="list-style-type: none"> • Discuss the importance of Faith Based Organizations (FBOs) to education and make presentations. 	
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Core competences to be developed

- **Communication and collaboration:** As the teacher trainee discuss how other stakeholders and their contribution in supporting Basic Education.

Values

- **Unity:** As teacher trainee collaborate with other stakeholders

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining other stakeholders in the administration of basic education	Critically and correctly examines other stakeholders in the administration of basic education	Correctly examines other stakeholders in the administration of basic education	Makes progressive effort to examine other stakeholders in the administration of basic education	Has difficulty examining other stakeholders in the administration of basic education

Assessing the role of Non-Governmental Organizations in administration of basic education in order	Elaborately and correctly assesses the role of Non-Governmental Organizations in administration of basic education in order	Assesses the role of Non-Governmental Organizations in administration of basic education in order	Assesses some roles of Non-Governmental Organizations in administration of basic education in order	Attempts to assess some roles of Non-Governmental Organizations in administration of basic education in order
Exploring the impact of Community Based Organization (CBO's) and their contribution towards promotion of education.	Skillfully and correctly explores the impact of Community Based organization (CBO's) and their contribution towards promotion of education.	Explores the impact of Community Based Organization (CBO's) and their contribution towards promotion of education.	Sometimes explores the impact of Community Based Organization (CBO's) and their contribution towards promotion of education.	Has difficulty exploring the impact of Community Based Organization (CBO's) and their contribution towards promotion of education

STRAND 5.0: EDUCATIONAL ADMINISTRATION

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Educational Administration	5.1 Instructional leaders (1 hour)	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) evaluate the role of instructional leaders in facilitation of the learning process b) examine the role of the Head Teacher in a school c) assess the role of the Deputy Head Teacher in a school. d) investigate the role of children governments in school leadership e) acknowledge the role played by instructional leaders in learning institutions. 	<p>Teacher trainee:</p> <ul style="list-style-type: none"> • Brainstorm on different instructional leaders and their roles in a school • Search information on the internet and other sources on the roles played by the head teacher and share findings. • Debate on the role of a deputy head teacher in a school and make presentations. • Discuss the role of senior teachers and class teachers in the school • Prepare an organogram to show the structure of instructional leaders in a school, and allow the trainees to display and critique their work. • Discuss the role of other school personnel in a 	<p>What is the role of instructional leaders in school administration?</p>

			learning institution <ul style="list-style-type: none"> • Visit a school of their choice to find out the role the role of children governments in school leadership and share findings. 	
Core- competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration -As teacher trainee visit a school of their choice to find out the role the role of children governments in school leadership 				
Values: <ul style="list-style-type: none"> • Respect- A teacher trainee debate on the role of a deputy head teacher in a school and make presentations. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining the role of the Head Teacher in a school	Critically and correctly examines the role of the Head Teacher in a school	Examines the role of the Head Teacher in a school	Examines some roles of the Head Teacher in a school	Has difficulties examining role of the Head Teacher in a school.
Assessing the role of the deputy head teacher in a school	Elaborately and correctly assesses the role of the deputy head teacher	Assesses the role of the deputy head teacher in a school	Assesses some roles of the deputy head teacher in a school	Attempts to assess the role of the deputy head teacher in a school but with guidance

	in a school			
Evaluate the role of children governments in school leadership	Consistently and correctly evaluates the role of children governments in school leadership	Evaluates the role of children governments in school leadership	Sometimes evaluates the role of children governments in school leadership	Attempts to evaluate the role of children governments in school leadership.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Educational Administration	5.2 Administrative procedures in learning institutions	By the end of the sub-strand, the teacher trainee should be able to: a) explore various	Teacher trainee: • Brainstorm on the administrative procedures followed in a learning institution (<i>staff meeting, duty roster, time tabling, school and office</i>)	What are the administrative procedures used in school administration?

	(1 hour)	<p>administrative procedures in a learning institution</p> <p>b) apply education administrative procedures in a learning institution</p> <p>c) acknowledge the value of applying administrative procedures in learning institutions</p>	<p><i>routes</i>)</p> <ul style="list-style-type: none"> • Prepare sample duty roster and make displays • Discuss procedures related to permission and discipline in learning institutions • Debate on supervision of school activities. • Search information on the internet and other sources on procedures to handle emergencies in learning institutions • Discuss enrolment of learners in a learning institution by engaging a resource person. • Role play the application of administrative procedures in a school 	
<p>Core- competences to be developed:</p> <ul style="list-style-type: none"> • Citizenship and leadership -As teacher trainee role play the application of administrative procedures in a school • Digital literacy skills -As teacher trainee search information on the internet on procedures to handle emergencies in 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect - As teacher trainee discuss procedures related to permission and discipline in learning institutions 				

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Exploring various administrative procedures in a learning institution	Skillfully and correctly explores various administrative procedures in a learning institution	Correctly Explores various administrative procedures in a learning institution	Explores some administrative procedures in a learning institution	Has difficulty exploring administrative procedures in a learning institution
Applying education administrative procedures in a learning institution	Completely and accurately applies education administrative procedures in a learning institution	Accurately applies education administrative procedures in a learning institution	Applies some education administrative procedures in a learning institution	Attempts to apply education administrative procedures in a learning institution

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Educational Administration	5.3 Administrative records (1 hour)	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ol style="list-style-type: none"> research on different types of administrative records in a learning institution utilize administrative records in the day to day operations of the institution maintain administrative records in a learning institution desire to maintain administrative records in a learning institution 	<p>Teacher trainee:</p> <ul style="list-style-type: none"> Brainstorm on the different types of administrative records used in a learning institution Visit schools in the local community, collect samples of administrative records. Discuss and share. Discuss how administrative records are used and maintained in learning institutions by engaging a resource person to Gather information on maintenance of administrative records using ICT and library resources. Write a report and share. Prepare samples of administrative records kept in a learning institution 	<p>What is the importance of administrative records in a school?</p>
<p>Core- competences to be developed:</p> <ul style="list-style-type: none"> Pedagogical Content Knowledge - As teacher trainee prepare samples of administrative records kept in a learning 				

institution.

Values:

- **Responsibility** -As teacher trainee visit the administrative office in the learning institution to identify the administrative records kept and how they are maintained.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Conducting research on different types of administrative records in a learning institution	Systematically and correctly conducts research on different types of administrative records in a learning institution	Accurately conducts research on different types of administrative records in a learning institution	Sometimes conducts research different types of administrative records in a learning institution	Has difficulty conducting research different types of administrative records in a learning institution
Utilizing administrative records to enhance effective operations of the institution	Competently and correctly utilizes the administrative records to enhance effective operations of the institution	Correctly utilizes the administrative records to enhance effective operations of the institution.	Utilizes some administrative records to enhance effective operations of the institution.	Makes little effort to utilize administrative records to enhance effective operations of the institution.
Maintaining administrative records in the learning institution	Comprehensively and correctly maintains administrative records in the learning institution.	Accurately maintains administrative records in the learning institution.	Maintains some administrative records in the learning institutions	Maintains administrative records in the learning institution with guidance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 Educational Administration	5.4 Teaching as a profession (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: a) distinguish the characteristics of teaching as a profession. b) investigate the role of a teacher in the learning process c) evaluate the quality teaching standards in Kenya. d) examine the purpose of trade unions and their influence on teaching profession. e) uphold professional ethics and standards in the teaching profession.	Teacher trainee: <ul style="list-style-type: none"> • Brainstorm and discuss characteristics of teaching as a profession • Research on the roles of a teacher and make presentations • Examine quality teaching standards (<i>Teacher Service Commission</i>). • Discuss making critical judgment on the TSC Code of Conduct and Code of Ethics and its importance to teachers. • Debate reasons for teachers to maintain standards in the profession • Search for information on the internet on the purpose of forming trade unions within the teaching profession and share • Discuss the influence of the trade unions on the teaching profession. 	Why is it important to maintain standards in the teaching profession?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving - As teacher trainee debate reasons for teachers to maintain standards in the profession 				

Values:

- **Integrity**- As teacher trainee uphold professional ethics and standards in the teaching profession.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Distinguishing the characteristic of teaching as a profession	Competently distinguishes the characteristic of teaching as a profession	Distinguishes the characteristic of teaching as a profession	Distinguishes some characteristics of teaching as a profession	Attempts to distinguish characteristic of teaching as a profession
Examining the role of a teacher in the teaching profession	Accurately examines the role of a teacher in the teaching profession	Examines the role of a teacher in the teaching profession	Examines some roles of a teacher in the teaching profession	Attempts to examine the role of a teacher in the teaching profession
Evaluating quality teaching standards in Kenya (TSC)	Critically evaluates quality teaching standards in Kenya	Evaluates quality teaching standards in Kenya	Occasionally evaluates quality teaching standards in Kenya	Has difficulty to evaluate quality teaching standards in Kenya

STRAND 6.0: FINANCIAL MANAGEMENT IN LEARNING INSTITUTIONS

.Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>6.0 Financial Management in Learning Institutions.</p>	<p>6.1 Purpose of Financial Management (1 hour)</p>	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <p>a) explore the purpose of financial management in a learning institution.</p> <p>b) discuss the basic financial management practices in a learning institution</p> <p>c) value the importance of financial management in learning institutions.</p>	<p>Teacher trainee:</p> <ul style="list-style-type: none"> • brainstorm on meaning and purpose of financial management • research on financial management practices and make presentations • differentiate basic financial management practices in a learning institution. (<i>budgeting, book keeping, accounting, and auditing of finances</i>) • discuss the importance of financial management in learning institutions • prepare sample books 	<p>1. Why is book keeping, accounting and auditing important in learning institutions?</p> <p>2. Why is it important to manage finances in learning institutions?</p>

			of account and audits books using ICT. • Collect data from relevant sections of the institution and write a report on the importance of accounting auditing and book keeping	
Core competences to be developed: <ul style="list-style-type: none"> • Communication and collaboration -As teacher trainee discuss the importance of financial management in learning institutions • Digital literacy skills - As teacher trainee prepare sample books of account and audits books using ICT. 				
Values: <ul style="list-style-type: none"> • Integrity - As teacher trainee discuss the importance of financial management in learning institutions 				

Suggested Formative Assessment Rubric					
Indicator	Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Exploring the purpose of financial management in a learning institution.		Consistently and correctly explores the purpose of financial management in a learning institution	Explores the purpose of financial management in a learning institution	Sometimes explores the purpose of financial management in a learning institution	Has difficulty exploring the purpose of financial management in a learning institution
Distinguishing basic financial management practices in a learning institution		Skillfully and correctly distinguishes basic financial management practices in a learning institution.	Distinguishes basic financial management practices in a learning institution.	Distinguishes some basic financial management practices in a learning institution.	Distinguishes basic financial management practices in a learning institution. but with assistance

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Financial Management in The Learning Institution	6.2 Books of accounts (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 various books of accounts used in financial management in a learning institution. b) evaluate the importance of books of accounts in a learning institution c) demonstrate proper maintenance of books of accounts in a learning institution. d) develop samples of books of accounts used in institutions e) recognize the importance of keeping books of accounts for financial accountability. 	Teacher trainee: <ul style="list-style-type: none"> • Identify books of accounts used in a learning institution. • Discuss different books of accounts used in a learning institution • Visit the college finance office to explore how books of accounts are maintained • Prepare sample of different books of account and demonstrate how they are maintained in a learning institution. • Search information on the internet and other sources on why instructional leaders keep books of accounts in the learning institutions, discuss and share findings 	Why is it important to keep books of accounts in a learning institution?
<p>Core- competences to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving -As teacher trainees carry out a research to establish the importance of financial management in a learning institution. • Self - efficacy - As teacher trainees prepare sample of different books of account. 				

Values:

- **Integrity**- As teacher trainees maintain books of accounts in the learning institutions.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Examining various books of accounts used in financial management in a learning institution.	Critically and correctly examines books of accounts used in financial management in a learning institution.	Correctly examines books of accounts used in financial management in a learning institution.	Examines some books of accounts used in financial management in a learning institution.	With assistance attempts to examine some books of accounts used in financial management in a learning institution
Demonstrating how books of accounts are maintained	Skillfully and correctly demonstrates how books of accounts are maintained	Demonstrates accurately how books of accounts are maintained	Demonstrate on how some books of accounts are maintained	Demonstrate how some books of accounts are maintained with assistance.
Evaluating the importance of books of accounts in a learning institution for appreciation	Critically evaluates the importance of books of accounts in a learning institution	Correctly evaluates the importance of books of accounts in a learning institution	Evaluates the importance of some books of accounts in a learning institution	Has difficulty evaluating the importance of books of accounts in a learning institution.
Preparing sample of books of accounts	Innovatively prepares samples of books of accounts	Accurately prepares samples of books of accounts	Prepares samples of some books of accounts with little accuracy	With assistance to prepare samples of books of accounts.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Financial Management in the Learning Institution	6.3 Budgeting (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: a) analyse the importance of budgeting in the operations of a learning institution b) assess the budget making procedures in learning institutions. c) develop a sample budget for a learning institution d) desire to observe the value of integrity in the preparation of a budget for a learning institution.	Teacher trainees: <ul style="list-style-type: none"> • Brainstorm the meaning and purpose of budgeting and the components of a budget • Discuss the procedures of estimating and approving a school budget. • Search information on the internet and other sources on a school budget and supplementary budget • Visit the finance department in their institution to find out how the process budgeting is carried out • Prepare a sample school budget and a supplementary budget for practice. • Discuss the importance of observing the value of integrity when preparing a budgeting a learning institution. 	Why is budgeting important in a learning institution?
Core competences to be developed:				
<ul style="list-style-type: none"> • Learning to learn and Reflective Practice - As teacher trainee prepare a sample school budget and a supplementary budget 				
Values:				
<ul style="list-style-type: none"> • Integrity- As teacher trainee discuss the importance of observing the value of integrity when preparing a budgeting in a learning institution. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Evaluating the importance of budgeting	Comprehensively evaluates the importance of budgeting	Evaluates the importance of budgeting	To some extent evaluates the importance of budgeting	Attempts to evaluate the importance of budgeting
Assessing the budget making procedures in learning institutions	Competently and accurately assesses the budget making procedures in learning institutions	Assesses the budget making procedures in learning institutions	Assesses the budget making procedures in learning institutions with little clarity.	Requires assistance to assess the budget making procedures in learning institutions.
Developing a sample budget	Skillfully and correctly develops a sample budget	Develops a sample budget	Shows progressive effort when developing a sample budget	Makes little effort to developing a sample budget

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Financial Management in the Learning Institution.	6.4 School funds. (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: a) discuss the sources of funds in a learning institution. b) assess ways in which learning institutions source for funds. c) conduct a research on challenges faced by leaders in acquiring funds in a learning institution d) observe the value of integrity in sourcing funds for a learning institution. e) appreciate prudent ways of sourcing for school funds	Teacher trainee: • Discuss ways of generating funds in a learning institution (<i>grants, Donations, Income generating projects among others</i>) • Search using ICT and other resources on what capitation from the ministry and counties is. • Carry out research and write a report on challenges of acquisition of funds in a learning institution. • Discuss Authority to Incur Expenditure (AIE)holder in a learning institution by engaging a resource person and make notes • Discuss ethical considerations for sourcing of funds in an institution	How does a learning institution source for its funds?
<p>Core competences to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration -As teacher trainee discuss ethical issues of sourcing funds in the institution • Digital literacy skills - As teacher trainees search information on the internet on what is capitation from ministries and counties 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity as teacher trainee discuss the value of integrity while sourcing for funds in a learning institution. 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Evaluating sources of funds in a learning institution	Critically evaluates sources of funds in a learning institution	Evaluates sources of funds in a learning institution	Inconclusively evaluates some sources of funds in a learning institution.	Attempts to evaluate sources of funds in a learning institution
Assessing ways of sourcing for funds in an institution	Competently and accurately assesses ways of sourcing for funds in an institution	Assesses ways of sourcing for funds in an institution	To some extent assesses ways of sourcing for funds in an institution	Has difficulties assessing ways of sourcing for funds in an institution
Researching on the challenges faced by leaders in acquiring funds in a learning institution	Systematically and comprehensively carries out research on the challenges faced by leaders in acquiring funds in a learning institution.	Carries out research on the challenges faced by leaders in acquiring funds in a learning institution.	Makes attempt to carry out research on the challenges faced by leaders in acquiring funds in a learning institution.	Requires guidance to carry out research on the challenges faced by leaders in acquiring funds in a learning institution.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Financial Management in the Learning Institution.	6.5 Taking over and handing over process (1 hour)	By the end of the sub-strand, the teacher trainee should be able to: a) evaluate the process of handing over and taking over in a learning institution for smooth transition. b) examine the importance of handing over and taking over in learning institutions c) develop a sample handing over and taking over report for an institution d) appreciate handing over and taking over process in a learning institution.	Teacher trainee: <ul style="list-style-type: none"> • Search for information on the internet and other sources on the procedures involved in handing over and taking over in learning institutions and share. • Discuss the procedures of handing over and taking over in learning institutions by engaging a resource person • Prepare a sample of taking and handing over report • Debate on the importance of taking and handing over in a learning institution 	Why is a smooth transition important in learning institution?
<p>Core- competences to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy - As teacher trainee prepares a sample of taking and handing over report for skills acquisition. • Citizenship and leadership -As teacher trainees embrace smooth transitions in learning institutions 				
<p>Values: Respect - As teacher trainees debate on the importance of handing and taking over in a learning institution</p>				

Suggested Formative Assessment Rubric				
Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Evaluating the process of handing over and taking over in a learning institution	Consistently and correctly evaluates the process of handing over and taking over in a learning institution.	Evaluates the process of handing over and taking over in a learning institution.	To some extent evaluates the process of handing over and taking over in a learning institution	Attempts to evaluate the process of handing and taking over in a learning institution
Examining the importance of handing and taking over in learning institutions	Critically and correctly examines the importance of handing and taking over in learning institutions	Examines the importance of handing and taking over in learning institutions	Shows progressive effort to examine the importance of handing and taking over in learning institutions	Has difficulty examining the importance of handing and taking over in learning institutions
Developing sample handing over and taking over report	Comprehensively and correctly develops a comprehensive sample handing over and taking over report	Develops a sample of handing over and taking over report	Makes effort to develops a sample handing and taking over report	Has difficulty developing sample handing over and taking over report

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
6.0 Financial Management in the Learning Institution.	6.6 Change management (1 hour)	<p>By the end of the sub-strand, the teacher trainee should be able to:</p> <ul style="list-style-type: none"> a) discuss types of change management in a learning institution b) conduct a research on the causes of change in a learning institution c) explore strategies of managing change in a learning Institution d) acknowledge change as inevitable to be able to manage it 	<p>Teacher trainee:</p> <ul style="list-style-type: none"> • Brainstorm on the meaning and purpose of change management • Search for information on the internet and other sources on the types of change management in a learning institution such as (<i>Institutional, Transformational, Personnel, Unplanned and Remedial change</i>)and share • Carry out a research on the causes of change in a learning institution (<i>internal and external</i>) and make presentations. • Discuss the importance of change management in a learning institution • Visit learning institutions to find out how leaders manage change, write a report and share with other trainees. 	<p>Why is change management important in a learning institution?</p>

			<ul style="list-style-type: none"> Write a summary report on challenges facing institutional leaders when managing change and suggest possible remedies. Share report with other trainees 	
Core- competences to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving - As teacher trainees debate on the strategies for managing change in a learning institution 				
Values: <ul style="list-style-type: none"> Responsibility -As teacher trainees discuss the importance of change management in a learning institution 				

Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Assessing types of change management in a learning institution	completely and accurately assesses types of change management in a learning institution	Assesses types of change management in a learning institution	Assesses some types of change management in a learning institution	Makes some effort to assess types of change management in a learning institution
Conducting research on the causes of change in a learning institution and writing report	Skillfully conducts research on the causes of change in a learning institution and writes an accurate report	Conducts research on the causes of change in a learning institution and writes report	Conducts research on the causes of change in a learning institution but writes an inconclusive report	Has difficulties conducting research on the causes of change in a learning

				institution and writing report
Exploring strategies of managing change in a learning institution	skillfully and correctly explores strategies of managing change in a learning institution	Explores strategies of managing change in a learning institution	Explores some strategies of managing change in a learning institution	Attempts to explore strategies of managing change in a learning institution