

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION PRE-PRIMARY & PRIMARY

MICROTEACHING CURRICULUM DESIGN

2024

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INTRODUCTION

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

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

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

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

Professional Learning areas

- 1. Child Development and Psychology
- 2. Curriculum Studies
- 3. Educational Resources

- 4. ICT Integration in Education
- 5. Educational Assessment
- 6. Research Skills
- 7. Inclusive Education
- 8. Educational Leadership and Management
- 9. Sociological and Philosophical Foundations of Education
- 10. Historical and Comparative Foundations of Education
- 11. Micro Teaching
- 12. Practicum

Integrated Content and Pedagogy Learning areas

- 1. English
- 2. Kiswahili
- 3. Mathematics
- 4. Science and Technology
- 5. Agriculture
- 6. Home Science
- 7. Religious Education: CRE/IRE/HRE
- 8. Social Studies
- 9. Physical and Health Education
- 10. Art and Craft
- 11. Music
- 12. Indigenous Language

13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL



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

Entry Requirements

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

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

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

Micro-Teaching and Practicum

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

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

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

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

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

Grading

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

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

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

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

	SUBJECT	TERM	TERM	TERM	TERM	TERM	TERM	SUB	TERM 7	TERM 8	TERM 9	TOTAL
	SUBJECT			3		5			Micro	I EKWI o	I EKWI 9	FOR
		1	2	3	4	5	6	TOTAL				COURSE
									Teaching - Subject			COURSE
									Practicals			
1	English	24	34	34	35	29	30	186	30	Practicum	Practicum	
2	Kiswahili	20	20	20	20	20	20	120	20			CONTENT&
3	Mathematics	30	30	30	30	30	30	180	30	300 Hours	300 Hours	PEDAGOGY
4	Science and	20	20	20	20	20	20	120	30			(SUBJECTS)
	Technology											(1680 Hrs)
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			+
7	Religious Education:-	20	20	20	20	20	20	120	20			PRACTICUM
	(CRE, IRE, HRE)											(600Hrs)
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health	10	10	10	30	30	30	120	30			
	Education											
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:	10	10	10	30	30	30	120	20			
	French/ Arabic/											
	German/ Mandarin											
	(Chinese)/ KSL											
	TOTAL	230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOT	AL	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

Microteaching is a practical activity in which the art of facilitating learning is scaled down in terms of time for the lesson, lesson theme or concept as well as the number of learners. It gives the teacher trainee the opportunity to experiment with the facilitation of learning. The teacher trainee can still enhance their repertoire of skills after they have qualified. The Teacher Education programme shall include Microteaching as one of the core subjects under the professional areas and it shall serve to enable teacher trainees learn, practice and develop confidence in pedagogical content knowledge. The Microteaching session shall be a pre-requisite for the Practicum (Teaching Practice).

Consequently, the Practicum in Teacher Education is offered for smooth transition from a teacher trainee to a qualified teacher. It is intended to enable the teacher trainee acquire knowledge, skills, values and attitudes necessary for a competent teacher. The teacher trainee is then able to link knowledge of theory to practice and reflect on the relevance of the chosen pedagogy.

The Competency Based Curriculum (CBC) is learner-centred and therefore demands for more experiential approach to Preservice Teacher Education; hence the need for an enhanced practicum in terms of scope and time. In the reformed TE curriculum, there shall be a minimum of two – school terms for practicum sessions at all levels of Teacher Education. The first practicum shall emphasise on supporting the teacher trainee to gain familiarity with the teaching/learning environment, gain confidence in facilitating learning and improve their professional and pedagogical content knowledge. The second practicum will introduce staged (incremental) assessment that focuses on the trainee's effort and achievement. Literature and research on TE emphasises more in-school experience, supported by trained teacher mentors. The general learning outcomes for the practicum will apply to both sessions; though it should be emphasised that the first session focuses on the teacher trainees learning from the experienced teachers in the institutions, supported by their teacher educators; while the second session shall involve assessment by the teacher educators from the TE institutions.

SUBJECT GENERAL LEARNING OUTCOMES

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

- 1. exhibit in-depth awareness of the curriculum designs and subjects for the level;
- 2. develop professional documents to facilitate teaching and learning;
- 3. plan and deliver a micro lesson backed by the necessary requirements;
- 4. utilise appropriate instructional and pedagogical skills to facilitate learning; and
- 5. undertake the requisite preparatory activities in readiness for the practicum.

SUMMARY TIME ALLOCATION

S/N	Strand	Sub strand	Time (Hrs)
1.	The Practice of Microteaching	1.1 The Concept of Microteaching	1
		1.2 Phases in Microteaching	
2.	Curriculum Designs Interpretation	2.1 National Goals of Education	6
		2.2 Essence Statement	
		2.3 Subject General Learning Outcomes	
		2.4 Strand and Sub strand	
		2.5 Specific Learning Outcomes	
		2.6 Suggested Learning Experiences	
		2.7 Suggested Key Inquiry Questions	
		2.8 Core Competencies to be developed	
		2.9 Values	
3.	Professional Documents	3.1 Nature of Professional documents	4
		3.2 Schemes of Work	
		3.3 Lesson Plan	
		3.4 Records of Work	
		3.5 Individualized Education Programme (IEP)	
		3.6 Assessment Records	
4.	Pedagogical Approaches	4.1 Concept of Pedagogy	10
		4.2 Experiential learning	
		4.3 Inquiry Based Learning (IBL)	
		4.4 Reflective Learning	
		4.5 Problem Based Learning	
		4.6 Project Based Learning	
		4.7 Blended Learning	
		4.8 Facilitation	
		4.9 Differentiated Learning	
		4.10 Collaborative and Cooperative Learning	

5.	Microteaching Skills	5.1 Lesson Introduction Skills	4
		5.2 Stimulus Variation	
		5.3 Questioning	
		5.4 Reinforcement	
		5.5 Explanation	
		5.6 Chalkboard/ Whiteboard Use	
		5.7 Classroom Management	
		5.8 Conclusion	
6.	Microteaching Process	6.1 Planning for Microteaching	3
		6.2 Delivery of a Micro lesson	
		6.3 Evaluation of a Micro lesson	
		6.4 Micro lesson Reflection	
7.	Practicum	7.1 The Concept of Practicum	2
		7.2 Preparations for Practicum	
		7.3 Administration of Practicum	
		7.4 Professional Conduct during Practicum	
Total			30

1.0 MICRO TEACHING

Strand	Sub-Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry
				Question(s)
1.0	1.1The Concept of	By the end of the sub	The teacher trainee to:	Why do we need
Microteaching	Microteaching	strand, the teacher	Assess in pairs the meaning of	microteaching in
Practice		trainee should be able to;	microteaching,	teacher training?
		explain the meaning of	Search for the meaning of	What is the
		microteaching in a	microteaching using digital devices	contribution of
		learning environment,	or other sources,	microteaching to
		assess the procedure of	Brainstorm with others as a class and	the learning
		microteaching in the	assess procedure to be followed for	process?
		learning process,	undertaking microteaching process,	
		appreciate the	Watch video clips showing the	
		significance of	procedure of microteaching,	
		microteaching in teacher	Sketch the procedure of	
		trainee's preparation.	microteaching in the learning	
			process.	

Core Competencies to be developed:

- Communication and collaboration: As teacher trainees brainstorm on the procedure of microteaching
- Learning to learn and reflective practice: As teacher trainees assess the contribution of microteaching in teacher training

Values:

- Unity and respect: As teacher trainees brainstorm and make contributions regarding the procedure of microteaching
- **Responsibility:** As teacher trainees sketch the procedure of microteaching

Suggested Formative Assessment Rubric							
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation			
Indicator			Expectation				
Ability to explain the	Comprehensively and	Clearly explains the	To a certain extent,	Only with prompts,			
meaning of	clearly explains the	meaning of	clearly explains the	explains the meaning of			
microteaching	meaning of microteaching	microteaching	meaning of	microteaching			
			microteaching				
Ability to assess the	Extensively and clearly	Clearly assesses the	To some extent, clearly	Only with assistance,			
procedure of	assesses the procedure of	procedure of	assesses the procedure	assesses the procedure			
microteaching	microteaching	microteaching	of microteaching	of microteaching			

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0	1.2 Phases in	By the end of the sub	The teacher trainee to:	What guidance is
Microteaching	Microteaching	strand, the teacher trainee	5 11 11 11 11	required for effective
Practice		should be able to; a) assess the phases of microteaching in the learning process, b) outline the principles of microteaching for an effective experience, c) recognize the importance of the phased approach in microteaching.	 Buzz in small groups with others the possible phases involved in microteaching. Summarise their points on a flip chart and display in class, Take a gallery walk looking at the points presented by various groups regarding the phases of microteaching. Note the similarities and differences, Prepare an outline depicting the nature and application of the principles meant to guide microteaching, Debate with others the motion – Microteaching enhances the teacher trainee's teaching skills. 	micro teaching?

- Communication and collaboration: As teacher trainees participate in debating the given motion
- Creativity and innovation: As teacher trainees illustrate and make presentations regarding the phases involved in the execution of microteaching

Values:

- **Respect:** As teacher trainees debate while recognizing the different viewpoints offered by their colleagues
- Social justice: As teacher trainees allow for a balanced approach while debating the given motion

Suggested Formative Assessment Rubric							
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation			
Indicator			Expectation				
Ability to assess the	With examples, correctly	Correctly assesses	To a certain extent,	Only with assistance,			
phases in	assesses the phases in	the phases in	correctly assesses the	assesses the phases in			
microteaching	microteaching	microteaching	phases in microteaching	microteaching			
Ability to outline the	Extensively and clearly	Clearly outlines the	To a certain degree,	Only with assistance,			
principles of	outlines the principles of	principles of	clearly outlines the	outlines the principles			
microteaching	microteaching	microteaching	principles of	of microteaching			
			microteaching	_			

2.0 CURRICULUM DESIGN INTERPRETATION

Strand	Sub	Specific Learning	Suggested Learning Experiences	Suggested Key
	Strand	Outcomes		Inquiry Question(s)
2.0	2.1	By the end of the sub	The teacher trainee to:	1. What are the
Curriculum Design Interpretation	National Goals of Education	strand, the teacher trainee should be able to; a) show the relevance of the national goals of education in the curriculum, b) illustrate the linkage between the national goals of education and learning outcomes, c) acknowledge the significance of the national goals of	 Interact with curriculum designs to identify the national goals of education, Read and share in small groups the orientation and relevance of the national goals of education. Summarize and present information using a flip chart, Select one of the national goals of education, discuss and make presentations on its relationship with level learning outcomes, subject general learning outcomes as well as 	national goals of education? 2. Why should national goals of education be included in the curriculum document?
		education in the curriculum.	 the specific learning outcomes, Illustrate on a manila paper the linkages depicted by the interrelationship between the national goals of education and the learning outcomes. 	

- Self-efficacy: Teacher trainees illustrate the linkages depicting the interrelationship between the national goals of education and learning outcomes.
- Learning to learn and reflective practice: Teacher trainees examine the orientation of the national goals of education Values:

• Patriotism: Teacher trainees discuss, listen to presentations and make a commitment to contribute towards the achievement of national goals of education.

Responsibility: Teacher trainees draw the interrelationship between the national goals of education and learning outcomes

Suggested Formative		32		
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to show the	Comprehensively and	Clearly shows the	To some degree,	Only with guidance,
relevance of the	clearly shows the relevance	relevance of the	clearly shows the	shows the relevance of
national goals of	of the national goals of	national goals of	relevance of the	the national goals of
education in the	education in the curriculum	education in the	national goals of	education in the
curriculum		curriculum	education in the	curriculum
			curriculum	
Ability to illustrate	Distinctly and clearly	Clearly illustrates the	Somewhat, clearly	Only with assistance,
the linkage between	illustrates the linkage	linkage between the	illustrates the linkage	illustrates the linkage
the national goals of	between the national goals	national goals of	between the national	between the national
education and	of education and learning	education and	goals of education and	goals of education and
learning outcomes	outcomes	learning outcomes	learning outcomes	learning outcomes

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry
				Question(s)
2.0	Essence	By the end of the sub strand,	The teacher trainee to:	What is the
Curriculum	Statement	the teacher trainee should be	Interact with curriculum designs to	rationale for
Design		able to;	identify the essence statements of	inclusion of
Interpretation		appraise the essence statements	various subjects,	various subjects
		of subjects found in the	Read, buzz and appraise in pairs the	in the curriculum?
		curriculum,	essence statements of various subjects	
		illustrate the relevance of a	found in the curriculum,	
		given subject in the curriculum	Discuss with others and illustrate the	
		based on its essence statement,	relevance of a given subject based on its	
		appreciate the importance of	essence statement. Make presentations.	
		the subjects within the		
		curriculum.		

- Self-efficacy: Teacher trainee makes presentations on the rationale for teaching a given subject in the curriculum.
- Communication and Collaboration: Teacher trainee takes part in discussions on the rationale for teaching a given subject to in the curriculum.

Values:

Peace and unity: As teacher trainees discuss, make and listen to presentations.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	_		Expectation	
Ability to appraise	Elaborately and	Correctly appraises the	Partly, correctly	Only with guidance,
the essence	correctly appraises the	essence statements of	appraises the essence	appraises the essence
statements of subjects	essence statements of	subjects in the	statements of subjects	statements of subjects in
in the curriculum.	subjects in the	curriculum.	in the curriculum.	the curriculum.
	curriculum.			
Ability to illustrate	Comprehensively and	Accurately illustrates	To some extent,	Only with assistance,
the relevance of a	accurately illustrates the	the relevance of a	accurately illustrates the	illustrates the relevance
subject in the	relevance of a subject in	subject in the	relevance of a subject in	of a subject in the
curriculum based on	the curriculum based on	curriculum based on	the curriculum based on	curriculum based on its
its essence statement.	its essence statement.	its essence statement.	its essence statement.	essence statement.

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry Question(s)
2.0	2.2Subject	By the end of the sub	The teacher trainee to:	1. Why should a
Curriculum	General	strand, the teacher trainee		curriculum design
Design	Learning	should be able to;	• Interact with curriculum designs to	have subject
Interpretation	Outcome	a) assess the relevance of	identify and assess the relevance of the	general learning
	S	the subject general learning outcomes in the curriculum, b) recognize the contribution of subject general learning outcomes in the curriculum.	 subject general learning outcomes in the curriculum, Using digital devices, search for the relevance of subject general learning outcomes in the curriculum design, Read and share in small groups the structure of the subject's general learning outcomes. Summarize and present information using a flip chart, Select one of the subject general learning outcomes, discuss and make presentations on their relationship with the national goals of education, level learning outcomes as well as the specific learning outcomes. 	outcomes?

- **Digital literacy:** Teacher trainees searches for information about subject general learning outcomes
- Learning to learn and reflective practice: Teacher trainees justifies the inclusion of the subject general learning outcomes in the curriculum

Values:

- **Peace:** Teacher trainees discuss, listen to presentations and appreciate the interrelationship between the subject general learning outcomes and the national goals of education
- Responsibility: Teacher trainees show the relationship between the subject general learning outcomes and the national goals of education

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	_		Expectation	_
Ability to assess the	Illustratively and clearly	Cleary assesses the	To a certain extent,	On with prompts,
relevance of the	assesses the relevance of	relevance of the	clearly assesses the	assesses the relevance
subject general	the subject general	subject general	relevance of the subject	of the subject general
learning outcomes in	learning outcomes in the	learning outcomes in	general learning	learning outcomes in
the curriculum	curriculum	the curriculum	outcomes in the	the curriculum
			curriculum	

Strand Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
	Outcomes		Question(s)
2.0 Curriculum Design Interpretation 2.3 Strand and Sub Strand	By the end of the sub strand, the teacher trainee should be able to; a) analyse the strands and sub strands in a specific subject in the curriculum, b) interpret the link between strands in a subject, c) relate concepts in the sub strand to the strand in the curriculum design, d) acknowledge the significance of the content taught in each strand in the curriculum design.	 The teacher trainee to: Research using digital devices the various concepts related to strands and sub strands in a subject, Interact with the school curriculum designs to identify strands and sub strands in certain subjects. Summarize information using a manila paper, Discuss with others the strands and major concepts represented in each strand, Brainstorm on the link between the concepts in the sub strands and their respective strands, Establish and make presentations on the ideas addressed in each strand within a given subject, Discuss the organization of strands pointing out the logical flow and continuity of concepts taught in a subject. 	1. What is the difference between a strand and sub strand? 2. How do concepts in sub strands relate to the strands?

• Self-efficacy: Teacher trainees make presentations on the ideas addressed in each strand within a given subject.

Values:

• **Respect:** Teacher trainees brainstorm on the link between concepts in the sub strands and their respective strands.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	Exceeds Expectation	Meets Expectation	Expectation	Delow Expectation
Ability to analyse the strands and sub strands in a specific subject in the curriculum	Elaborately and accurately analyses the strands and sub strands in a specific subject in the curriculum	Accurately analyses the strands and sub strands in a specific subject in the curriculum	Analyses some strands and sub strands accurately in a specific subject in the curriculum	Only with support, analyses strands and sub strands in a specific subject in the curriculum
Ability to interpret the link between strands and sub strands in a subject	Comprehensively and correctly interprets the link between strands and sub strands in a subject	Correctly interprets the link between strands and sub strands in a subject	Partially and correctly interprets the link between strands and sub strands in a subject	Only with assistance, interprets the link between strands and sub strands in a subject
Ability to relate concepts in the sub strand to the strand in the curriculum design	Logically and correctly relate concepts in the sub strand to the strand in the curriculum design	Correctly relates concepts in the sub strand to the strand in the curriculum design	Relates some concepts in the sub strand to the strand in the curriculum design	Only with support, relates concepts in the sub strand to the strand in the curriculum design

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Design Interpretation	2.4 Specific Learning Outcomes	By the end of the sub strand, the teacher trainee should be able to; a) interpret specific learning outcomes in a sub strand, b) formulate lesson specific learning outcomes from the sub strand's specific learning outcomes, c) acknowledge the implication of learning outcomes in the learning process.	 The teacher trainee to: Illustrate the link between the different levels of educational outcomes (National goals of education, level learning outcomes, subject general learning outcomes and the specific learning outcomes), Discuss the domains of learning considered when formulating learning outcomes (Knowledge, skills and attitudes), Brainstorm on the characteristics of good learning outcomes, Outline and discuss the procedure of writing a learning outcome (Verb, object and context), Using digital devices, search information on Bloom's taxonomy of educational objectives and make presentations on the levels of educational outcomes, Select a sub strand together with its specific learning outcomes and formulate lesson specific learning outcomes. 	1. What are learning outcomes? 2. Why are learning outcomes important in a lesson?

• Communication and collaboration: Teacher trainees outline and discuss the procedure of writing learning outcomes.

Values:

• Responsibility: Teacher trainees formulate lesson specific learning outcomes

Suggested Formative F	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Level	_		Expectation	_
Indicator				
Ability to interpret	Elaborately interprets	Interprets specific	Partially interprets	Only with assistance,
specific learning	specific learning	learning outcomes in a	specific learning	interprets specific
outcomes in a sub	outcomes in a sub	sub strand	outcomes in a sub	learning outcomes in a
strand	strand		strand	sub strand
Ability to formulate	Distinctly formulates	Formulates lesson	Partly formulates lesson	Only with guidance,
lesson specific	lesson specific learning	specific learning	specific learning	formulates lesson specific
learning outcomes	outcomes from the sub	outcomes from the	outcomes from the sub	learning outcomes from
from the sub strand's	strand's specific	sub strand's specific	strand's specific	the sub strand's specific
specific learning	learning outcomes	learning outcomes	learning outcomes	learning outcomes
outcomes				

Sub Strand	Specific Learning Outcomes	Suggested Learning	Suggested Key
		Experiences	Inquiry
			Question(s)
		The teacher trainee to:	1. Why is it
Learning	teacher trainee should be able to;	Brainstorm with others on	necessary to
experiences	a) evaluate the suggested learning	the meaning of learning	have learning
	experiences in the curriculum	experiences,	experiences?
	designs,	• Interact with the	2. How important
	b) analyse formal, non-formal and	curriculum designs of	are learning
	informal learning experiences	various subjects, in small	experiences?
	that aid the delivery of a	groups. Discuss and	
	lesson,	make presentations	
	c) examine the factors to consider		
	when developing learning	-	
	_		
	Intelligence theory in relation	_	
		· ·	
	_		
		-	
		Brainstorm on the factors	
	outcomes,		
	,		
	that learners undertake in	1 0	
	school.		
	2.5 Suggested Learning	2.5 Suggested Learning experiences By the end of the sub strand, the teacher trainee should be able to; a) evaluate the suggested learning experiences in the curriculum designs, b) analyse formal, non-formal and informal learning experiences that aid the delivery of a lesson, c) examine the factors to consider when developing learning experiences, d) interrogate Gardner's Multiple Intelligence theory in relation to the development of learning experiences, e) formulate learning experiences to achieve specific learning outcomes, f) appreciate learning experiences that learners undertake in	2.5 Suggested Learning experiences By the end of the sub strand, the teacher trainee should be able to; a) evaluate the suggested learning experiences in the curriculum designs, b) analyse formal, non-formal and informal learning experiences that aid the delivery of a lesson, c) examine the factors to consider when developing learning experiences, d) interrogate Gardner's Multiple Intelligence theory in relation to the development of learning experiences, e) formulate learning experiences to achieve specific learning outcomes, f) appreciate learning experiences that learners undertake in By the end of the sub strand, the teacher trainee to: Brainstorm with others on the meaning of learning experiences, lInteract with the curriculum designs of various subjects, in small groups. Discuss and make presentations focusing on the suggested learning experiences, lidentify, discuss and make presentations on formal, non-formal and informal learning experiences that facilitate learning, Brainstorm with others on the meaning of learning experiences, lInteract with the curriculum designs of various subjects, in small groups. Discuss and make presentations on formal, non-formal and informal learning experiences, Brainstorm with others on the meaning of learning experiences, Interact with the curriculum designs of various subjects, in small groups. Discuss and make presentations focusing on the suggested learning experiences, Brainstorm with others on the meaning of learning experiences, Interact with the curriculum designs of various subjects, in small groups. Discuss and make presentations on formal, non-formal and informal learning experiences, Brainstorm with others on the meaning of learning experiences, Interact with the curriculum designs of various subjects, in small groups. Discuss and make presentations of ocusing on the suggested learning experiences, Brainstorm with others on the meaning of learning experiences, Interact with the curriculum designs of various subjects, in small groups. Discuss and make

	Multiple Intelligence theory. Take short notes for learning purposes, Make presentations on how the multiple intelligence theory influences the selection and formulation of learning experiences, Develop learning experiences that would facilitate achievement of the specific learning outcomes for the selected sub strands.	
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- Learning to learn and reflective practice: Teacher trainees develop learning experiences that would facilitate achievement of the specific learning outcomes for the selected sub strands.
- **Digital Literacy**: Teacher trainees uses digital devices for learning purposes
- Creativity and innovation: Teacher trainees formulates learning experiences for the chosen specific learning outcomes

Values:

• **Peace:** Teacher trainees participate in a discussion on formal, non-formal and informal learning experiences that facilitate learning.

Responsibility: Teacher trainees formulates possible learning experiences to facilitate specific learning outcomes

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to evaluate	Comprehensively and	Correctly evaluates	Correctly evaluates	Only with support,
learning experiences	correctly evaluates learning	learning experiences	some learning	evaluates learning
in the curriculum	experiences in the	in the curriculum	experiences in the	experiences in the
designs	curriculum designs	designs	curriculum designs	curriculum designs
Ability to analyse	Distinctively analyses	Analyses formal,	Partially analyses	Only with assistance,
formal, non-formal	formal, non-formal and	non-formal and	formal, non-formal	analyses formal, non-
and informal learning	informal learning	informal learning	and informal learning	formal and informal
experiences at school	experiences at school	experiences at school	experiences at school	learning experiences at
•				school
Ability to examine the	Clearly examines factors	Examines factors to	Examines some	Only with assistance,
factors to consider	to consider when	consider when	factors to consider	examines factors to
when developing	developing learning	developing learning	when developing	consider when
learning experiences	experiences	experiences	learning experiences	developing learning
				experiences
Ability to interrogate	Comprehensively	Interrogates	Partially interrogates	Only with guidance,
Gardner's Multiple	interrogates Gardner's	Gardner's Multiple	Gardner's Multiple	interrogates Gardner's
Intelligence theory in	Multiple Intelligence	Intelligence theory	Intelligence theory in	Multiple Intelligence
relation to	theory in relation to	in relation to	relation to	theory in relation to
development of	development of learning	development of	development of	development of
learning experiences	experiences	learning experiences	learning experiences	learning experiences

Ability to formulate	Comprehensively and	Correctly formulates	Correctly formulates	Only with guidance,
learning experiences	correctly formulates	learning experiences	some learning	formulates learning
to achieve specific	learning experiences to	to achieve specific	experiences to achieve	experiences to achieve
learning outcomes	achieve specific learning	learning outcomes	specific learning	specific learning
	outcomes		outcomes	outcomes

Strand	Sub Strand	Specific Learning	Suggested Learning	Suggested Key
		Outcomes	Experiences	Inquiry Question(s)
2.0 Curriculum	2.6 Suggested	By the end of the sub	The teacher trainee to:	1. Why do we have
Design	Key	strand, the teacher trainee	Brainstorm with colleagues on	suggested key
Interpretation	Inquiry	should be able to;	the meaning of a suggested	inquiry questions in
	Question(s)	a) justify the relevance of	Key Inquiry Question (KIQ),	the curriculum
		suggested key inquiry	Search using digital devices the	design?
		questions in the	relevance of suggested KIQs in	2. How can
		learning process	the curriculum designs,	suggested key
		b) examine the	 Examine and discuss the 	inquiry questions
		characteristics of good	characteristics of a good	be used in a lesson?
		suggested key inquiry	suggested key inquiry question,	
		questions for learning	 Interact with curriculum 	
		purposes,	designs of various subjects to	
		c) suggest key inquiry	identify key inquiry questions	
		questions that will	in each sub strand. Summarize	
		guide the facilitation of a	their uniqueness on a flip chart,	
		lesson,	Generate suggested key inquiry	
		d) demonstrate the use of	questions for specific lessons,	
		suggested key inquiry	share and discuss,	
		questions in a lesson,	Demonstrate a micro lesson to	
		e) develop a positive	show the use of suggested key	
		attitude towards inquiry	inquiry questions in a lesson.	
		based approach to		
		learning.		

- Self-efficacy: Teacher trainees demonstrate a micro lesson to show the use of suggested key inquiry questions.
- Pedagogical content knowledge: Teacher trainees suggest key inquiry questions for a micro lesson

Values:

- Unity: Teacher trainees discuss the characteristics of a good suggested key inquiry question.
- Responsibility: Teacher trainees generate suggested key inquiry questions for specific lessons

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	-		Expectation	_
Ability to justify the	Clearly justifies the	Justifies the relevance	Partially justifies the	Only with support,
relevance of suggested	relevance of suggested	of suggested key	relevance of suggested	justifies the relevance of
key inquiry questions	key inquiry questions	inquiry questions in	key inquiry questions	suggested key inquiry
in the learning process	in the learning process	the learning process	in the learning process	questions in the
				learning process
Ability to examine the	Broadly and accurately	Accurately examines	To some degree,	Only with assistance,
characteristics of good	examines the	the characteristics of	accurately examines the	examines characteristics
suggested key inquiry	characteristics of good	good suggested key	characteristics of good	of good suggested key
questions	suggested key inquiry	inquiry questions	suggested key inquiry	inquiry questions
	questions		questions	
Ability to suggest key	Illustratively suggests	Suggests key inquiry	Suggests some key	Only with guidance,
inquiry questions that	key inquiry questions	questions that will	inquiry questions that	suggests key inquiry
will guide the	that will guide the	guide the facilitation	will guide the	questions that will
facilitation of a lesson	facilitation of a lesson	of a lesson	facilitation of a lesson	guide the facilitation of
				a lesson

Ability to demonstrate	With examples, clearly	Clearly demonstrates	Partially demonstrates	Only with guidance,
the use of suggested	demonstrates the use of	the use of suggested	the use of suggested key	demonstrates the use of
key inquiry questions	suggested key inquiry	key inquiry questions	inquiry questions in a	suggested key inquiry
in a lesson	questions in a lesson	in a lesson	lesson	questions in a lesson

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum	2.7	By the end of the sub strand, the	The teacher trainee to:	1. Why should
Design	Core	teacher trainee should be able to;	Search for information on the	competencies
Interpretation	Competencies	 a) analyse the core competencies outlined in the Basic Education Curriculum Framework (BECF), b) illustrate experiences that will lead to the development of competencies in learners, c) formulate learning experiences that develop competencies in learners, d) implement learning experiences that promote the development of competencies in learners, e) appreciate the importance of competence acquisition in the learning process. 	 internet and other sources on the meaning of a competency in the learning process, Refer to the BECF to identify the core competencies to be developed by learners. Make class presentations, Discuss the learning experiences that promote the development of competencies among learners (Formal, informal and nonformal experiences), Organize and facilitate micro lessons to demonstrate facilitation of learning experiences that promote the development of competencies 	be considered in the learning process? 2. How should a teacher facilitate learning to promote the development of core competencies among learners?

- **Digital literacy:** Teacher trainees search for information on the internet and other sources on the meaning of a competency in the learning process.
- Critical thinking and problem solving: Teacher trainees formulate learning experiences that contribute to the realization of the desired competencies

Values:

- **Responsibility:** Teacher trainees organize and facilitate micro lessons to demonstrate facilitation of learning experiences that promote the development of competencies among learners.
- Social justice: Teacher trainees make class presentations to their colleagues for learning purposes

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to analyse the	Comprehensively and	Clearly analyses the	Clearly analyses some	Only with assistance,
core competencies	clearly analyses the core	core competencies	core competencies	analyses core
outlined in the BECF	competencies outlined in	outlined in the BECF	outlined in the BECF	competencies outlined
	the BECF			in the BECF
Ability to illustrate	With examples, clearly	Clearly illustrates	To some extent,	Only with support,
experiences that lead	illustrates experiences that	experiences that lead	clearly illustrates	illustrates experiences
to the development of	lead to the development of	to the development of	experiences that lead	that lead to the
competencies in	competencies in learners	competencies in	to the development of	development of
learners		learners	competencies in	competencies in
			learners	learners

Ability to formulate	Extensively and correctly	Correctly formulates	Correctly formulates	Only with support,
learning experiences	formulates learning	learning experiences	some learning	formulates learning
that develop	experiences that develop	that develop	experiences that	experiences that
competencies in	competencies in learners	competencies in	develop competencies	develop competencies
learners		learners	in learners	in learners
Ability to implement	Proficiently and clearly	Clearly implements	Partially implements	Only with guidance,
learning experiences	implements learning	learning experiences	learning experiences	implements learning
that promote the	experiences that promote	that promote the	that promote the	experiences that
development of	the development of	development of	development of	promote the
competencies in	competencies in learners	competencies in	competencies in	development of
learners		learners	learners	competencies in
				learners

trand	O 4		
	Outcomes		Inquiry Question(s)
.8 Values	By the end of the sub	The teacher trainee to:	1. What is values-
	strand, the teacher trainee	• Search for information on the internet	based education?
	strand, the teacher trainee should be able to; a) analyse the core values outlined in the Basic Education Curriculum Framework (BECF), b) illustrate experiences that lead to the acquisition of values by learners, c) formulate learning experiences that promote acquisition of values by learners, d) implement learning experiences that promote acquisition of values by learners, e) appreciate the importance of value-	 Search for information on the internet and other sources on the meaning of values, Refer to the BECF to identify the core values to be developed by learners, in small groups, Discuss the learning experiences that promote the acquisition of values among learners, Organize and facilitate micro lessons to demonstrate facilitation of learning experiences to promote the acquisition of values among learners (Formal, informal and non-formal experiences). 	based education? 2. How does a teacher promote acquisition of values in the learning process?
		a) analyse the core values outlined in the Basic Education Curriculum Framework (BECF), b) illustrate experiences that lead to the acquisition of values by learners, c) formulate learning experiences that promote acquisition of values by learners, d) implement learning experiences that promote acquisition of values by learners, e) appreciate the	 a) analyse the core values outlined in the Basic Education Curriculum Framework (BECF), b) illustrate experiences that lead to the acquisition of values by learners, c) formulate learning experiences that promote acquisition of values by learners, d) implement learning experiences that promote acquisition of values by learners, e) Discuss the learning experiences that promote the acquisition of values among learners, e) Organize and facilitate micro lessons to demonstrate facilitation of learning experiences to promote the acquisition of values among learners (Formal, informal and non-formal experiences).

- Communication and collaboration: Teacher trainees discuss with peers the learning experiences that promote the acquisition of values among learners.
- **Digital literacy:** Teacher trainees search for information from the Internet for learning purposes
- Creativity and innovation: Teacher trainees formulate experiences that contribute to the development of values among learners

Values:

- Unity: Teacher trainees work with peers to organize and facilitate micro lessons to demonstrate facilitation of learning experiences that promote the acquisition of values among learners
- Social justice: Teacher trainees make presentations to their peers for learning purposes

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to analyse the	Accurately and clearly	Analyses the core	Analyses some core	Only with support,
core values outlined in	analyzes the core values	values outlined in the	values outlined in the	analyses core values
the BECF	outlined in the BECF	BECF	BECF	outlined in the
				BECF
Ability to illustrate	Precisely and correctly	Correctly illustrates	Correctly illustrates	Only with assistance,
experiences that lead	illustrates experiences	experiences that lead	some experiences that	illustrates experiences
to the acquisition of	that lead to the	to the acquisition of	lead to the acquisition	that lead to the
values by learners	acquisition of values by	values by learners	of values by learners	acquisition of values by
-	learners	-	-	learners

Ability to formulate	Extensively formulates	Formulates learning	Formulates some	Only with assistance,
learning experiences	learning experiences	experiences that	learning experiences	formulates learning
that promote	that promote acquisition	promote acquisition of	that promote	experiences that promote
acquisition of values	of values by learners	values by learners	acquisition of values by	acquisition of values by
by learners			learners	learners
Ability to implement	Proficiently implements	Implements learning	Partially implements	Only with guidance,
learning experiences	learning experiences	experiences that	learning experiences	implements learning
that promote	that promote acquisition	promote acquisition of	that promote	experiences that promote
acquisition of values	of values by learners	values by learners	acquisition of values by	acquisition of values by
by learners			learners	learners

3.0 PROFESSIONAL DOCUMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Professional Documents	Nature of Professional Documents	By the end of the sub strand, the teacher trainee should be able to; a) examine the use of professional documents in curriculum implementation and assessment, b) assess how professional documents make teaching and learning more effective, c) interpret the different types of professional documents used by a school teacher, d) appreciate the use of professional documents for a teacher.	 The teacher trainee to: Brainstorm on the use of professional documents in curriculum implementation and assessment of the teaching /learning process, Search for information on the internet and other sources on the importance of professional documents to the teacher and in learning. Share findings, Identify and discuss the types of professional documents used by teachers, Discuss the manner in which professional documents promote teaching and learning. Write a summary and present in class. 	1. Why are professional documents important to a teacher?

- Critical thinking and problem solving: As teacher trainees critique the function of professional documents.
- **Digital literacy**: As teacher trainees search information on the internet on the importance of professional documents.

Values:

• Respect and Unity: As teacher trainees discuss and write how professional documents promote teaching and learning.

Suggested Formative Assessment Rubric					
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation	
Indicator			Expectation		
Ability to examine the	Extensively examines	Examines the use of	Partly examines the use	Only with support,	
use of professional	the use of professional	professional	of professional	examines the use of	
documents in	documents in	documents in	documents in	professional documents	
curriculum	curriculum	curriculum	curriculum	in curriculum	
implementation and	implementation and	implementation and	implementation and	implementation and	
assessment	assessment.	assessment.	assessment.	assessment.	
Ability to assess how	Elaborately assesses	Assesses how	Partially assesses how	Only with assistance,	
professional documents	how professional	professional	professional documents	assesses how	
make teaching and	documents make	documents make	make teaching and	professional documents	
learning more effective	teaching and learning	teaching and learning	learning more	make teaching and	
	more effective.	more effective.	effective.	learning more effective.	
Ability to interpret the	Effectively interprets	Interprets the different	Partially interprets the	Only with guidance,	
different types of	the different types of	types of professional	different types of	interprets the different	
professional documents	professional documents	documents used by a	professional documents	types of professional	
used by a school	used by a school	school teacher.	used by a school	documents used by a	
teacher	teacher.		teacher.	school teacher.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Professional Documents	3.1 Schemes of Work	By the end of the sub strand, the teacher trainee should be able to; a) evaluate key components of a scheme of work, b) use a curriculum design to prepare a sample scheme of work, c) develop an appropriate scheme of work for use in a micro-teaching lesson, d) justify the relevance of a curriculum design in developing a scheme of work, e) recognise the value of a scheme of work in preparation for the micro-teaching lesson.	 Read and search information on the internet and other sources on the key components of a scheme of work. Share findings, Organise and participate with peers on preparation of relevant schemes of work using curriculum designs, Organise and apply different components of a scheme of work in teaching and learning, Brainstorm on the use and relevance of curriculum designs in developing a scheme of work, Interact with various curriculum designs and discuss their implications on teacher preparation. 	 Why do we prepare a scheme of work? How do we prepare a scheme of work?

- Core Competencies to be developed:
 Digital literacy: As teacher trainee uses ICT in the learning process.
 Self-efficacy: As teacher trainee participates in preparing relevant schemes of work using curriculum designs

Values:

• Respect and unity: As teacher trainee participates with peers in preparing relevant schemes of work using curriculum designs

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to evaluate	Clearly and correctly	Correctly evaluates	Partially evaluates key	Only with guidance,
key components of a	evaluates key	key components of a	components of a scheme	evaluates key
scheme of work	components of a scheme	scheme of work	of work correctly	components of a scheme
	of work			of work
Ability to use a	Effectively uses a	Uses a curriculum	To a certain extent, uses	Only with assistance,
curriculum design to	curriculum design to	design to prepare a	a curriculum design to	uses a curriculum design
prepare a scheme of	prepare a scheme of	scheme of work	prepare a scheme of	to prepare a scheme of
work	work		work	work
Ability to develop an	Elaborately and clearly	Clearly develops an	To some degree, clearly	Only with support,
appropriate scheme of	develops an appropriate	appropriate scheme of	develops an appropriate	develops an appropriate
work for use in a	scheme of work for use	work for use in a	scheme of work for use	scheme of work for use
micro-teaching	in a micro-teaching	micro-teaching lesson.	in a micro-teaching	in a micro-teaching
lesson.	lesson.		lesson.	lesson.
Ability to justify the	Factually and correctly	Correctly justifies the	Partially and correctly	Only with assistance,
relevance of a	justifies the relevance of	relevance of a	justifies the relevance of	justifies the relevance of
curriculum design in	curriculum designs in	curriculum design in	a curriculum design in	a curriculum design in
developing a scheme	developing a scheme of	developing a scheme	developing a scheme of	developing a scheme of
of work	work	of work	work	work

Strand	Sub	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
	Strand			Question(s)
3.0 Professional Documents	3.3 Lesson Plan	By the end of the sub strand, the teacher trainee should be able to; a) examine the components and administrative details of a lesson plan, b) develop a sample lesson plan using the scheme of work, c) apply relevant aspects of the lesson plan to facilitate teaching and learning, d) conduct peer presentation sessions to model relevant aspects of the lesson plan, e) illustrate the relevance of a lesson plan to a teacher and the learning process, f) appreciate the use of a lesson plan when carrying out a micro-teaching lesson.	 The teacher trainee to: Identify and discuss the components and administrative details of a lesson plan, Gather information from various sources and discuss how to use the scheme of work to prepare a lesson plan. Share findings and experiences among peers, Prepare a sample lesson plan for teaching a micro lesson, Illustrate how to manage time appropriately in a micro lesson, Use relevant resources to develop lesson notes to accompany the sample lesson plan, Organise and carry out peer presentation sessions to model relevant aspects of the lesson plan, Debate on the importance of a lesson plan to a teacher in the learning process. 	 Why do we prepare a lesson plan? How do we use a lesson plan in teaching?

- **Communication and collaboration:** As teacher trainee organises and carries out peer presentation sessions to model relevant aspects of the lesson plan.
- Creativity and innovation: As teacher trainee illustrates how to manage time appropriately in a micro lesson.

Values:

• **Respect:** As teacher trainee debates on the importance of a lesson plan to a teacher and the learning process.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	_		Expectation	_
Ability to examine the	Broadly examines the	Examines the	Partly examines the	Only with assistance
components and	components and	components and	components and	examines the
administrative details	administrative details of a	administrative details	administrative details	components and
of a lesson plan	lesson plan	of a lesson plan	of a lesson plan	administrative details of
				a lesson plan
Ability to develop a	Comprehensively	Develops a lesson	Partly develops a lesson	Only with guidance
sample lesson plan	develops a lesson plan	plan using the	plan using the scheme	develops a lesson plan
using the scheme of	using the scheme of work	scheme of work	of work	using the scheme of
work				work
Ability to apply	Creatively and correctly	Correctly applies	To some extent,	Only with support,
relevant aspects of the	applies relevant aspects of	relevant aspects of	correctly applies	applies relevant aspects
lesson plan in teaching	the lesson plan in	the lesson plan in	relevant aspects of the	of the lesson plan in
and learning.	teaching and learning.	teaching and	lesson plan in teaching	teaching and learning.
		learning.	and learning.	

Ability to conduct peer	Confidently conducts peer	Conducts peer	To some degree,	Only with support,
presentation sessions	presentation sessions to	presentation sessions	conducts peer	conducts peer
to model relevant	model relevant aspects of	to model relevant	presentation sessions to	presentation sessions to
aspects of the lesson	the lesson plan	aspects of the lesson	model relevant aspects	model relevant aspects
plan		plan	of the lesson plan	of the lesson plan
Ability to illustrate the	Effectively illustrates the	Illustrates the	Partly illustrates the	Only with assistance,
relevance of a lesson	relevance of a lesson plan	relevance of a lesson	relevance of a lesson	illustrates the relevance
plan to a teacher and	to a teacher and the	plan to a teacher and	plan to a teacher and	of a lesson plan to a
the learning process	learning process	the learning process	the learning process	teacher and the learning
				process

Strand	Sub	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
	Strand			Inquiry Question(s)
3.0 Professional Documents	3.4 Records of Work	By the end of the sub strand, the teacher trainee should be able to; a) prepare relevant records of work for use in the teaching and learning process, b) explore the qualities of effective records of work, c) analyse the use of records of work to evaluate performance over a period of time in relation to the scheme of work, d) acknowledge the significance of records of work as evidence of tasks undertaken in curriculum implementation.	 The teacher trainee to: Brainstorm on the use of different records of work as evidence of tasks undertaken in the course of curriculum delivery, Read and search for information from the internet and other sources on the qualities of a record of work. Discuss and share findings, Generate sample records of work relevant to teaching and learning, Discuss and make presentations on the use of records of work to evaluate performance over a period of time in relation to the scheme of work. 	1. Why are records of work important documents to a teacher?

- Learning to learn and reflective practice: As teacher trainee generates records of work relevant for teaching and learning
- Digital literacy skills: As teacher trainee uses ICT to read and search for information

Values:

Respect and Responsibility: As teacher trainee discusses and makes presentations on the use of records of work.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to prepare	Creatively prepares relevant	Prepares relevant	To some extent,	Only with guidance
relevant records of	records of work for use in	records of work for	prepares relevant	prepares relevant
work for use in the	the teaching and learning	use in the teaching	records of work for	records of work for use
teaching and learning	process	and learning process	use in the teaching and	in the teaching and
process			learning process	learning process
Ability to explore the	Comprehensively and	Explores the qualities	To some degree,	Only with support
qualities of effective	clearly explores the	of effective records	explores the qualities	explores the qualities of
records of work	qualities of effective	of work	of effective records of	effective records of
	records of work		work	work
Ability to analyse the	Comprehensively analyses	Analyses the use of	Partially analyses the	Only with assistance,
use of records of work	the use of records of work	records of work to	use of records of work	analyses the use of
to evaluate	to evaluate performance	evaluate performance	to evaluate	records of work to
performance over a	over a period of time in	over a period of time	performance over a	evaluate performance
period of time in	relation to the scheme of	in relation to the	period of time in	over a period of time in
relation to the scheme	work.	scheme of work.	relation to the scheme	relation to the scheme
of work.			of work.	of work.

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry Question(s)
3.0	3.5 Individualized	By the end of the sub	The teacher trainee to:	1. What kind of
Professional	Education	strand, the teacher	Brainstorm with peers the meaning	learning needs
Documents	Programme (IEP)	trainee should be able to; a) describe an IEP as a professional document in the learning process; b) examine the application of an	of an Individualized Education Programme (IEP), Read and search for information from the internet and other sources on the description, target, parties and relevance of an IEP in the learning process. Make a presentation	should be targeted using an IEP? What role do the different parties play in the administration of an IEP?
		IEP in the learning process; c) prepare a sample IEP for monitoring learners' progress, d) apply an IEP in addressing a unique learning need, acknowledge the significance of an IEP in the learning process.	 Formulate a sample IEP for supporting learners with diverse learning challenges in real-life situation, , Conduct interviews with members of the school community to identify instances why an IEP would be applied, , Debate the motion – An IEP is only suited for learners with learning difficulties. Summarise responses and share with others, 	

,Identify a learning need, prepare and
administer a sample IEP document for
use in the learning process.
Peer review the application of an
IEP based on an identified learning
need. Critique and make necessary
recommendations.

- Assessment competency: As teacher trainee participates in a peer review of a hypothetical scenario
- Learning to learn and reflective practice: As teacher trainee conducts interviews with members of the school community leading to the identification of areas of applying an IEP.
- Digital literacy: As teacher trainee searches for information from the internet on an IEP
- Pedagogical content knowledge: As teacher trainee applies an IEP in a hypothetical learning scenario.

- Unity: As teacher trainee engages peers in the peer review.
- **Respect and Responsibility:** As teacher trainee conducts interviews with members of the school community to identify possible IEP candidates.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	_		Expectation	
Ability to describe an	With illustrations, describes	Describes an IEP as	To a certain degree	With prompts,
IEP as a professional	an IEP as a professional	a professional	describes an IEP as a	describes an IEP as a
document in the	document in the learning	document in the	professional document	professional document
learning process	process	learning process	in the learning process	in the learning process
Ability to examine	Adequately examines the	Examines the	To some extent,	Only with assistance,
the application of an	application of an IEP in the	application of an IEP	examines the	examines the
IEP in the learning	learning process	in the learning	application of an IEP in	application of an IEP
process	,	process	the learning process	in the learning process
Ability to prepare a	Comprehensively prepares	Prepares a sample	Partially prepares a	Only with support, a
sample IEP for	a sample IEP for	IEP for monitoring	sample IEP for	sample IEP for
monitoring learner's	monitoring learner's	learner's progress.	monitoring learner's	monitoring learner's
progress.	progress.		progress.	progress.
Ability to apply an	With ease, applies an IEP in	Applies an IEP in	To some extent, applies	With difficulty, applies
IEP in addressing a	addressing a learning need	addressing a learning	an IEP in addressing a	an IEP in addressing a
learning need		need	learning need	learning need

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry Question(s)
3.0 Professional Documents	3.6 Assessment Records	By the end of the sub strand, the teacher trainee should be able to; e) examine how assessment records are	 The teacher trainee to: Engage peers in formulating strategies for assessment of learners to promote learning, Read and search for information 	How can a teacher maintain learners' assessment records?
		used to promote learning; f) describe different assessment records kept by a school teacher; g) prepare sample assessment records for monitoring learners' progress, h) illustrate the role of assessment records in monitoring learning progress, i) acknowledge the need to assess learners in the learning process.	from the internet and other sources on the different assessment records kept by school teachers. Make a presentation Generate quality sample assessment records relevant in monitoring learning, Conduct interviews with school teachers on qualities of an effective assessment record, Critique learner's sample assessment records as tools for promoting learning, Discuss with a resource person how to store and manage learner's assessment records.	

- Assessment competency: As teacher trainee generates quality sample assessment records relevant in monitoring learning
- Learning to learn and reflective practice: As teacher trainee conducts interviews with school teachers on qualities of an effective assessment record
- Digital literacy: As teacher trainee reads and searches for information from the internet

- Unity: As teacher trainee engages peers in formulating strategies for assessment of learners to promote learning.
- Respect and Responsibility: As teacher trainee conducts interviews with school teachers on qualities of an effective assessment record.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to examine	Proficiently and	Correctly examines	Partly and correctly	Only with guidance
how assessment	correctly examines how	how assessment	examines how	examines how
records are used to	assessment records are	records are used to	assessment records are	assessment records are
promote learning	used to promote learning	promote learning	used to promote	used to promote learning
			learning	
Ability to describe	Adequately and	Accurately describes	To some extent,	Only with assistance,
different assessment	accurately describes	different assessment	accurately describes	describes different
records kept by a	different assessment	records kept by a	different assessment	assessment records kept
teacher	records kept by a teacher	teacher	records kept by a	by a teacher
			teacher	
Ability to prepare	Competently prepares	Prepares sample	Partially prepares	Only with support,
sample assessment	sample assessment	assessment records	sample assessment	prepares sample
records for	records for monitoring	for monitoring	records for monitoring	assessment records for
monitoring learner's	learner's progress	learner's progress	learner's progress	monitoring learner's
progress.				progress
Ability to illustrate	Clearly illustrates the	Illustrates the role of	To some extent	Only with prompts,
the role of assessment	role of assessment	assessment records in	illustrates the role of	illustrates the role of
records in monitoring	records in monitoring	monitoring learning	assessment records in	assessment records in
learning progress.	learning progress	progress	monitoring learning	monitoring learning
			progress	progress

4.0 PEDAGOGICAL APPROACHES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry
				Question(s)
4. 0	Concept of	By the end of the sub strand, the	The teacher trainee to:	1. Why is
Pedagogical Approaches	Pedagogy	teacher trainee should be able to; a) evaluate the concept of pedagogy and pedagogical approaches in the learning process, b) analyse different pedagogical skills that a school teacher can use, c) appreciate pedagogical approaches used to	 Brainstorm on the concept of pedagogy, Discuss different pedagogical skills that can be used in teaching and learning, Research from the internet and other relevant sources on various pedagogical methods used in lesson delivery. Prepare PowerPoint presentations and 	pedagogy important for a teacher? 2. What does a teacher consider when selecting a teaching method?
		facilitate learning.	share the findings with peers.	

Core Competencies to be developed:

- **Pedagogical Content Knowledge:** As teacher trainee researches from the internet and other relevant sources on various pedagogical methods used in lesson delivery.
- Critical thinking and problem solving: As teacher trainee analyses different pedagogical skills that a school teacher can use.
- Communication and collaboration: As teacher trainee discusses different pedagogical approaches available for use

- Unity: As teacher trainee brainstorms on the concept of pedagogy.
- **Respect:** As teacher trainee shares research findings with peers.

Suggested Formative A	Suggested Formative Assessment Rubric				
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation	
Indicator			Expectation		
Ability to evaluate the	Exhaustively evaluates	Evaluates the concept	Attempts to evaluate	Only with support	
concept of pedagogy	the concept of pedagogy	of pedagogy and	the concept of	evaluates the concept of	
and pedagogical	and pedagogical	pedagogical	pedagogy and	pedagogy and	
approaches in the	approaches in the	approaches in the	pedagogical approaches	pedagogical approaches	
learning process	learning process	learning process	in the learning process	in the learning process	
Ability to analyse	Using examples	Analyses different	Analyses some	Only with assistance,	
different pedagogical	analyses different	pedagogical skills that	pedagogical skills that a	analyses different	
skills that a school	pedagogical skills that a	a school teacher can	school teacher can use.	pedagogical skills that a	
teacher can use.	school teacher can use.	use.		school teacher can use.	

Strand	Sub Strand	Specific Learning	Suggested Learning	Suggested Key
		Outcomes	Experiences	Inquiry Question(s)
4. 0 Pedagogical Approaches	4.1 Experiential Learning	By the end of the sub strand, the teacher trainee should be able to; a) evaluate experiential learning approach in lesson delivery,	 Experiences The teacher trainee to: Brainstorm the concept of experiential learning, Discuss different features of experiential learning approach, Interrogate the pros and cons 	What are the benefits of using experiential learning approach?
		b) apply experiential learning approach in teaching and learning,c) appreciate the use of experiential approach in facilitating learning.	of experiential learning approach, • Identify and make suggestions about content that can be taught using experiential learning approach, • Model a lesson using experiential learning approach, • Conduct peer assessment of the modeled lessons.	

- Pedagogical Content Knowledge: As teacher trainee evaluates experiential learning approach in lesson delivery.
- Critical thinking and problem solving: As teacher trainee discusses the pros and cons of experiential learning approach.
- Learning to learn and reflective practice: As teacher trainee applies experiential learning approach in teaching

Values:

• **Respect:** As teacher trainee conducts peer assessment of modeled lessons

Suggested Formative Assessment Rubric					
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation	
Indicator			Expectation		
Ability to evaluate experiential learning approach in lesson delivery	Critically evaluates experiential learning approach in lesson delivery	Evaluates experiential learning approach in lesson delivery	Evaluates some aspects of experiential learning approach in lesson delivery	Only with assistance, evaluates experiential learning approach in lesson delivery	
Ability to apply experiential learning approaches in teaching.	Clearly and correctly applies experiential learning approach in teaching	Correctly applies experiential learning approach in teaching	Partly and correctly applies experiential learning approach in teaching	Only with support, applies experiential learning approach in teaching	

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry Question(s)
4. 0	4.2	By the end of the sub	The teacher trainee to:	1. What is Inquiry
Pedagogical	Inquiry Based	strand, the teacher trainee	Brainstorm the concept of IBL	Based Learning
Approaches	Learning	should be able to;	and its relevance in teaching,	(IBL)?
	(IBL)	 a) examine inquiry based learning approach, b) critique the merits and demerits of IBL in the learning process, c) develop IBL-related learning experiences in a subject of your choice, d) embrace the use of IBL in delivery of lessons. 	 Research from the internet and other relevant sources the merits and demerits of IBL. Present findings, Discuss application of IBL across different learning areas, Select a learning area and formulate IBL-related learning experiences, Model a lesson using IBL approach, Conduct peer assessment of the modeled lessons. 	2. Why is inquiry-based learning important in learning?

- Digital literacy skills: As teacher trainee researches from the internet and other relevant sources on IBL.
- Critical thinking and problem solving skills: As teacher trainee selects a learning area and formulates IBL-related learning experiences.
- Assessment competency: As teacher trainee conducts peer assessment of the modeled lessons.

- Unity: As teacher trainee brainstorms the concept of IBL and its relevance in teaching.
- **Respect:** As teacher trainee conducts peer assessment of the modeled lessons.

Suggested Formative	Suggested Formative Assessment Rubric						
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation			
Indicator			Expectation				
Ability to examine	Comprehensively and	Correctly examines	Partly and correctly	Only with assistance,			
inquiry based	correctly examines inquiry	inquiry based learning	examines inquiry	examines inquiry			
learning approach	based learning approach	approach	based learning	based learning			
			approach	approach			
Ability to critique the	Thoroughly critiques the	Critiques the merits	Critique some merits	Only with support			
merits and demerits	merits and demerits of IBL	and demerits of IBL	and demerits of IBL in	critiques the merits			
of IBL in the	in the learning process	in the learning process	the learning process	and demerits of IBL in			
learning process				the learning process			
Ability to develop	Systematically and correctly	Correctly develops	Correctly, develops	Attempts to develop			
IBL-related learning	develops IBL-related	IBL-related learning	some IBL-related	IBL-related learning			
experiences in a	learning experiences in a	experiences in a	learning experiences in	experiences in a			
subject of your	subject of your choice	subject of your choice	a subject of your	subject of your choice			
choice			choice				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4. 0	4.3	By the end of the sub strand, the	The teacher trainee to:	How would you use
Pedagogical	Reflective	teacher trainee should be able to;	• Discuss in pairs the aspects of	reflection to
Approaches	Learning	 a) analyse aspects of reflective learning as used in the learning process, b) illustrate the pros and cons of reflective learning in lesson delivery, c) model a lesson using reflective learning for practice, d) acknowledge application of reflective learning approach in lesson delivery. 	reflective learning, Search from the internet and other sources the features of reflective learning approach. Prepare PowerPoint presentations to share the findings with peers, Highlight the pros and cons in reflective learning approach and present information using manila papers, Identify considerations for selecting reflective learning in lesson delivery, Model a lesson using reflective learning approach to peers, Conduct peer assessment of the modeled lessons.	enhance learning?

- **Critical thinking and problem solving:** As teacher trainee discusses the considerations for selecting reflective learning in lesson delivery.
- Communication and collaboration: As teacher trainee discusses different aspects of reflective learning.
- Assessment competency: As teacher trainee conducts peer assessment of the modeled lessons.
- **Self-efficacy:** As teacher trainee model lessons using reflective learning approach.

Values:

• **Responsibility:** As teacher trainee models lessons using reflective learning approach.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to analyse	Exhaustively analyses	Analyses aspects of	Analyses some aspects	Only with assistance
aspects of reflective	aspects of reflective	reflective learning as	of reflective learning	analyses aspects of
learning as used in	learning as used in the	used in the learning	as used in the learning	reflective learning as used
the learning process.	learning process	process	process	in the learning process
Ability to illustrate	Elaborately and correctly	Correctly illustrates	Correctly illustrates	Only with guidance
the pros and cons of	illustrates the pros and	the pros and cons of	some of the pros and	illustrates the pros and
reflective learning in	cons of reflective	reflective learning in a	cons of reflective	cons of reflective learning
a lesson delivery	learning in a lesson	lesson delivery	learning in a lesson	in a lesson delivery
	delivery		delivery	
Ability to model a	Effectively models a	Models a lesson using	To a certain extent,	Only with support models
lesson using	lesson using reflective	reflective learning for	models a lesson using	a lesson using reflective
reflective learning	learning for practice	practice	reflective learning for	learning for practice
for practice.			practice	

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key Inquiry
		Outcomes		Question (s)
4. 0	4.4	By the end of the sub strand,	The teacher trainee to:	How does problem-
Pedagogical	Problem-	the teacher trainee should be	Brainstorm on scenarios	based learning approach
Approaches	based	able to;	suitable for problem-based	enhance learning?
	Learning	a) examine problem-based	learning approach,	
		approach in teaching and	Highlight the merits and	
		learning,	demerits of problem-based	
		b) evaluate features of	learning approach	
		problem-based approach	Discuss in small groups	
		in learning,	features of problem-based	
		c) apply problem-based	learning approach,	
		approach in lesson	Select content from one of the	
		delivery,	subjects, prepare and present a	
		d) value problem-based	lesson using problem-based	
		learning in lesson	learning approach,	
		delivery.	Conduct peer assessment of the	
			modeled lessons.	

- Critical thinking and problem solving: As teacher trainee discusses features of problem-based learning approach.
- Assessment competency: As teacher trainee conducts peer assessment of the modeled lessons.
- Citizenship and leadership: As teacher trainee selects content from one of the learning areas, prepares and presents a lesson in class.

- **Respect:** As teacher trainee conducts peer assessment of modeled lessons.
- Integrity: As teacher trainee selects content from one of the learning areas, prepares and presents a lesson in class

Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Indicator	-	-		_
Ability to examine problem-based approach in teaching and learning	Critically and clearly examines problem-based approach in teaching and learning	Clearly examines problem-based approach in teaching and learning	To some extent, clearly examines problem-based approach in teaching and learning	Only with support, examines problem-based approach in teaching and learning
Ability to evaluate features of problembased approach in learning Ability to apply problem-based	Extensively and correctly evaluates features of problem-based approach in learning Effectively and correctly applies problem-based	Correctly evaluates features of problembased approach in learning Correctly applies problem-based	To a certain extent, correctly evaluates features of problem-based approach in learning Correctly applies some aspects of problem-based	Only with assistance, evaluates features of problem-based approach in learning Only with guidance, applies problem-based
approach in lesson delivery	approach in lesson delivery	approach in lesson delivery	approach in lesson delivery	approach in lesson delivery

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry Question(s)
4. 0 Pedagogical	4.6	By the end of the sub strand,	The teacher trainee to:	Why are projects
Approaches	Project-	the teacher trainee should be	Brainstorm on the meaning and	important in
	based	able to;	purpose of project-based learning,	learning?
	Learning	 a) examine project -based approach in the learning process, b) evaluate the merits and demerits of project-based approach in learning, c) apply project-based approach in content delivery, d) appreciate project-based learning in lesson delivery. 	 Identify scenarios suitable for project-based learning, Buzz in pairs features of project-based learning approach, Search from the internet or using other sources the advantages and disadvantages of project-based learning, Prepare a task for learners using project-based approach. Engage your peers in critiquing the task. 	

- **Digital literacy skills:** As teacher trainee searches from the internet and other relevant sources the advantages and disadvantages of project-based learning.
- Critical thinking and problem solving: As teacher trainee identifies scenarios suitable for project-based learning.
- Citizenship and leadership: As teacher trainee prepares tasks for learners using project-based approach.

Values:

• Patriotism: As teacher trainee prepares tasks for learners to undertake using project-based approach.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	_		Expectation	_
Ability to examine project- based approach in the learning process	Exhaustively and clearly examines project -based approach in the learning process	Clearly examines project -based approach in the learning process	Clearly examines some aspects of project - based approach in the learning process	Only with prompts examines project -based approach in the learning process
Ability to evaluate the merits and demerits of project based approach in learning	Comprehensively evaluates the merits and demerits of project-based approach in learning	Evaluates the merits and demerits of project-based approach in learning	Evaluates some merits and demerits of project-based approach in learning	Only with guidance, evaluates the merits and demerits of project- based approach in learning
Ability to apply project-based approach in content delivery	Effectively and correctly applies project-based approach in content delivery	Correctly applies project-based approach in content delivery	Partly and correctly applies project-based approach in content delivery	Only with support applies project-based approach in content delivery

Strand	Sub	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
	Strand			Inquiry Question(s)
4. 0	4.7	By the end of the sub strand, the	The teacher trainee to:	Where is blended
Pedagogical	Blended	teacher trainee should be able to;	Brainstorm the concept of blended	learning used in
Approaches	Learning	a) evaluate the concept and	learning,	lesson delivery?
		characteristics of blended	• Discuss with peers the characteristics	
		learning,	of blended learning,	
		b) prepare and present a lesson using the blended learning approach,	 Research the merits and demerits of blended learning and make a plenary presentation, 	
		c) embrace blended learning pedagogy in learning.	 Prepare a lesson simulation using blended learning approach, Conduct peer assessment of the 	
			lesson simulations.	

- Creativity and innovation: As teacher trainee prepares a lesson simulation on blended learning.
- **Self-efficacy:** As teacher trainee conducts peer assessment of the lesson simulations.
- Citizenship and leadership: As teacher trainee presents a lesson using a blended learning approach.

- Unity: As teacher trainee discusses the characteristics of blended learning.
- Integrity: As teacher trainee prepares a lesson simulation on blended learning.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to evaluate the	Comprehensively and	Clearly evaluates the	Clearly evaluates the	Only with assistance,
concept and	clearly evaluates the	concept and	concept and some	evaluates the concept
characteristics of	concept and characteristics	characteristics of	characteristics of	and characteristics of
blended learning	of blended learning	blended learning	blended learning	blended learning
approach	approach	approach	approach	approach
Ability to prepare and	Effectively prepares and	Prepares and presents	Partly prepares	Only with support,
present a lesson using	presents a lesson using the	a lesson using the	and presents a lesson	prepares and presents a
the blended learning	blended learning approach	blended learning	using the blended	lesson using the
approach		approach	learning approach	blended learning
				approach

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning	Suggested Key Inquiry
			Experiences	Question(s)
4. 0 Pedagogical	4.8	By the end of the sub strand, the	The teacher trainee to:	What are the
Approaches	Facilitation	teacher trainee should be able to; a) examine facilitation method of teaching and learning in a classroom context, b) illustrate the pros and cons of facilitation approach in lesson delivery,	 Search online for the meaning and concept of learning through facilitation, Buzz with others the features of facilitation learning, Watch videos on lesson 	characteristics of an effective facilitator?
		c) appreciate facilitation as a method of teaching and learning.	 facilitation, Prepare a presentation on the pros and cons of the facilitation method, Model a lesson using facilitation method and present in class. 	

- **Pedagogical content knowledge:** As teacher trainee examines facilitation method of teaching and learning in a classroom context.
- Communication and collaboration: As teacher trainee discusses the features of facilitation learning.
- **Self-efficacy:** As teacher trainee models a lesson using facilitation method.

- Integrity: As teacher trainee watches videos on lesson facilitation
- Responsibility: As teacher trainee prepares a presentation on the pros and cons of the facilitation method.

Level	Level Exceeds Expectation		Approaches	Below Expectation
Indicator			Expectation	
Ability to examine	Critically examines	Examines facilitation	Examines some aspects	Only with assistance
facilitation method of	facilitation method of	method of teaching	of facilitation method of	examines facilitation
teaching and learning	teaching and learning in	and learning in a	teaching and learning in	method of teaching and
in a classroom	a classroom context	classroom context	a classroom context	learning in a classroom
context				context
Ability to illustrate	Elaborately and	Correctly illustrates	To some extent,	Only with support,
the pros and cons of	correctly illustrates the	the pros and cons of	correctly illustrates the	illustrates the pros and
facilitation approach	pros and cons of	facilitation approach	pros and cons of	cons of facilitation
in lesson delivery	facilitation approach in	in lesson delivery	facilitation approach in	approach in lesson
	lesson delivery		lesson delivery	delivery.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4. 0 Pedagogical Approaches	4.9 Differentiated Learning	By the end of the sub strand, the teacher trainee should be able to; a) appraise differentiated method of lesson delivery in a class, b) identify various approaches of differentiating learning in a class, c) model a differentiated learning lesson for practice, d) develop a genuine interest in using differentiated learning in a class.	 The teacher trainee to: Brainstorm on the concept of differentiated learning, Search online for different ways of differentiating learning in a class and make presentations, Prepare a lesson using the differentiated learning approach, Discuss the importance of differentiating learning in a class. 	How can a class be organized to cater for different needs of learners?

- **Digital literacy skills:** As teacher trainee searches online for different ways of differentiating learning in a class.
- Learning to learn and reflective practice: As teacher trainee discusses the importance of differentiating learning in a class.

Values:

• Social justice: As teacher trainee prepares a lesson using the differentiated learning approach

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to appraise differentiated method of lesson delivery in a class	Comprehensively appraises differentiated method of lesson delivery in a class	Appraises differentiated method of lesson delivery in a class	To a certain extent, appraises differentiated method of lesson delivery in a class	Only with guidance, appraises differentiated method of lesson delivery in a class
Ability to identify various approaches of differentiating learning in a class	Correctly identifies various approaches of differentiating learning in a class	Identifies various approaches of differentiating learning in a class	Identifies some approaches of differentiating learning in a class	With assistance, identifies various approaches of differentiating learning in a class
Ability to model a differentiated learning lesson for practice	Effectively models a differentiated learning lesson for practice	Models a differentiated learning lesson for practice	Partly models a differentiated learning lesson for practice	With support, models a differentiated learning lesson for practice

Suggested Key Inquiry Question(s)	Suggested Learning Experiences	Specific Learning Outcomes	Sub Strand	Strand
Inquiry Question(s) 1. What is the benefit of organizing a class in groups? 2. Which areas of the curriculum can be learned collaboratively?	 The teacher trainee to: Search from the internet and other relevant sources the meaning of collaborative and cooperative learning, Discuss in small groups and analyse the distinguishing features of collaborative and cooperative learning, Investigate the benefits of using collaborative and cooperative learning, Prepare a lesson using a collaborative learning approach and present to your peers, Model a lesson using 	Outcomes By the end of the sub strand, the teacher trainee should be able to; a) examine collaborative and cooperative learning approaches in teaching, b) analyse the similarities and differences between collaborative and cooperative learning, c) apply cooperative and collaborative learning approaches to deliver a lesson, d) appreciate collaborative	4.10 Collaborative and Cooperative Learning	4. 0 Pedagogical Approaches
	Prepare a lesson using a collaborative learning approach and present to your peers,	collaborative learning approaches to deliver a lesson,		

- **Pedagogical content knowledge:** As teacher trainee searches from the internet and other relevant sources the meaning of collaborative and cooperative learning.
- **Critical thinking and problem solving:** As teacher trainee analyses the similarities and differences between collaborative and cooperative learning.
- **Communication and collaboration:** As teacher trainee discusses the distinguishing features of collaborative and cooperative learning.
- Assessment competency: As teacher trainee conducts peer assessment of the modeled lessons

- Unity: As teacher trainee applies cooperative and collaborative learning approaches to deliver a lesson.
- **Responsibility:** As teacher trainee conducts peer assessment of lessons.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator	_		Expectation	_
Ability to examine	Elaborately examines	Examines	To some extent,	Only with support,
collaborative and	collaborative and	collaborative and	examines collaborative	examines collaborative
cooperative learning	cooperative learning	cooperative learning	and cooperative	and cooperative
approaches in	approaches in teaching	approaches in	learning approaches in	learning approaches in
teaching		teaching	teaching	teaching
Ability to analyze the	Comprehensively analyses	Analyses the	Analyses some	Only with assistance,
similarities and	the similarities and	similarities and	similarities and	analyses the similarities
differences between	differences between	differences between	differences between	and differences between
collaborative and	collaborative and	collaborative and	collaborative and	collaborative and
cooperative learning	cooperative learning	cooperative learning	cooperative learning	cooperative learning
Ability to apply	Clearly applies cooperative	Applies cooperative	Partially applies	Only with guidance,
cooperative and	and collaborative learning	and collaborative	cooperative and	applies cooperative and
collaborative learning	approaches to deliver a	learning approaches	collaborative learning	collaborative learning
approaches to deliver	lesson	to deliver a lesson	approaches to deliver a	approaches to deliver a
a lesson			lesson to some extent	lesson

5.0 MICRO TEACHING SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry Question(s)
5.0 Microteaching Skills	5.1 Lesson Introduction Skills	By the end of the sub strand, the teacher trainee should be able to; a) evaluate aspects considered during lesson introduction, b) examine techniques of introducing a lesson for effective lesson facilitation, c) illustrate effective ways of introducing a micro lesson, d) desire to develop proper skills of lesson introduction.	 The teacher trainee to: Discuss in pairs and evaluate aspects to be considered when introducing a lesson, Search for information on the internet and other sources on skills of introducing a lesson. Share and discuss findings, Prepare a video clip on effective ways of introducing lessons. Share with peers, Carry out a demonstration on lesson introduction skills. 	How can a teacher effectively introduce a lesson?

- **Self-efficacy:** As teacher trainee holds demonstration sessions on lesson introduction skills.
- **Digital literacy**: As teacher trainee prepares a video clip.

- Peace and unity: As teacher trainee discusses aspects to consider when introducing a lesson.
- **Responsibility:** As teacher trainee prepares a video clip and shares with peers.

Suggested Formative A	Suggested Formative Assessment Rubric						
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation			
Indicator	_		Expectation	_			
Ability to evaluate	Comprehensively and	Evaluates aspects	To a certain extent,	Only with guidance,			
aspects considered	correctly evaluates aspects	considered during	evaluates some	evaluates aspects			
during lesson	considered during lesson	lesson introduction	aspects considered	considered during lesson			
introduction	introduction		during lesson	introduction.			
			introduction				
Ability to examine	Clearly examines	Examines techniques	Examines some	Only with assistance,			
techniques of	techniques of introducing a	of introducing a	techniques of	examines techniques of			
introducing a lesson	lesson for effective lesson	lesson for effective	introducing a lesson	introducing a lesson for			
for effective lesson	facilitation	lesson facilitation	for effective lesson	effective lesson			
facilitation			facilitation	facilitation			
Ability to illustrate	Elaborately and correctly	Correctly illustrates	To some extent,	Only with support,			
effective ways of	illustrates effective ways of	effective ways of	correctly illustrates	illustrates effective ways			
introducing a micro	introducing a micro lesson	introducing a micro	effective ways of	of introducing a micro			
lesson		lesson	introducing a micro	lesson			
			lesson				

Strand Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Microteaching Skills Stimulu Variation		 The teacher trainee to: Brainstorm in small groups on the role of stimulus variation as applied in learning. Make class presentations, Search the internet for information on techniques of stimulus variation during lesson delivery. Share findings, Discuss how teacher's behaviour, learning environments, pedagogies and resources can enhance stimulus variation, Model and demonstrate a lesson to peers using stimulus variation techniques, Assess through peers the modeled lesson using stimulus evaluation techniques. 	Why is stimulus variation necessary in learning? What can a teacher do to make learning interesting?

- **Digital literacy:** As teacher trainee searches the internet for information on techniques of stimulus variation.
- Communication and collaboration: As teacher trainee brainstorms in small groups on the meaning of stimulus variation.

- Respect and unity: As teacher trainee brainstorms the meaning of stimulus variation as applied in learning.
- Love: As teacher trainee works in small groups with others.

Suggested Formative	Suggested Formative Assessment Rubric					
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation		
Indicator	_		Expectation			
Ability to examine	Effectively examines the	Examines the purpose	Partially examines the	Only with guidance,		
the purpose of	purpose of stimulus	of stimulus variation	purpose of stimulus	examines the purpose of		
stimulus variation in	variation in learning	in learning	variation in learning	stimulus variation in		
learning				learning		
Ability to analyse	Correctly and extensively	Analyses ways a	Analyses some ways a	Only with support,		
ways a teacher can	analyses ways a teacher can	teacher can enhance	teacher can enhance	analyses some ways a		
enhance stimulus	enhance stimulus variation	stimulus variation	stimulus variation	teacher can enhance		
variation during a	during a lesson	during a lesson	during a lesson	stimulus variation		
lesson.				during a lesson		
Ability to evaluate	Comprehensively and	Logically evaluates	Logically evaluates	Only with assistance,		
techniques applied to	logically evaluates	techniques applied to	some techniques	evaluates techniques		
enhance stimulus	techniques applied to	enhance stimulus	applied to enhance	applied to enhance		
variation in a lesson.	enhance stimulus variation	variation in a lesson	stimulus variation in a	stimulus variation in a		
	in a lesson		lesson	lesson		
Ability to	Creatively and skillfully	Skillfully	Sometimes, skillfully	Only with prompts,		
demonstrate a lesson	demonstrates a lesson to	demonstrates a lesson	demonstrates a lesson	demonstrates a lesson to		
to peers using	peers using stimulus	to peers using	to peers using stimulus	peers using stimulus		
stimulus variation	variation techniques	stimulus variation	variation techniques	variation techniques		
techniques		techniques				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0	5.2	By the end of the sub	The teacher trainee to:	1. Why should a
Microteaching	Question	strand, the teacher trainee	• Use the internet or any other	teacher use
Skills	ing	should be able to;	resource to read and write on	questioning
		a) explore effective	characteristics of a good	technique in a
		questioning techniques	questioning technique,	lesson?
		in lesson facilitation,	• Discuss with peers how a teacher	2. How can a teacher
		b) evaluate the relevance	can implement effective	apply the skill of
		of questioning learners	questioning techniques during a	questioning?
		during lesson	lesson,	
		facilitation,	Discuss the relevance of using	
		c) implement the skill of	questions in lesson facilitation,	
		questioning effectively	Construct sample questions that	
		during a lesson,	can be used in lesson facilitation,	
		d) appreciate the	 Model a lesson applying various 	
		importance of using	questioning techniques in lesson	
	,	questions when	delivery,	
		facilitating learning.	• Engage a resource person to	
			demonstrate the use of	
			questioning techniques during	
			lesson facilitation.	

- **Communication and collaboration**: As teacher trainee engages a resource person in demonstrations on the use the questioning techniques during lesson facilitation.
- Assessment competency: As teacher trainee discusses how to implement effective questioning techniques during a lesson.

Values:

- **Responsibility:** As teacher trainee reads and writes on characteristics of a good question.
- Respect, love, peace and unity: As teacher trainee engages a resource person in demonstrations on the use the questioning techniques.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to explore	Broadly explores effective	Explores effective	Explores some effective	Only with support,
effective	questioning techniques in	questioning	questioning techniques	explores effective
questioning	lesson facilitation	techniques in lesson	in lesson facilitation.	questioning techniques
techniques in lesson		facilitation		in lesson facilitation.
facilitation				
Ability to evaluate	Comprehensively and	Correctly evaluates	To some extent,	Only with assistance,
the relevance of	correctly evaluates the	the relevance of	correctly evaluates the	evaluates the relevance
questioning learners	relevance of questioning	questioning learners	relevance of	of questioning learners
during lesson	learners during lesson	during lesson	questioning learners	during lesson
facilitation	facilitation	facilitation	during lesson	facilitation
			facilitation	

Ability to implement	Skillfully implements the	Implements the skill	Partially implements	Only with guidance,
the skill of	skill of questioning	of questioning	the skill of questioning	implements the skill of
questioning	effectively during a lesson	effectively during a	effectively during a	questioning effectively
effectively during a		lesson	lesson	during a lesson
lesson				_

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key
				Inquiry
				Question(s)

5.0	5.3	By the end of the sub strand, the	The teacher trainee to:	Why should a
Microteaching	Reinforcem	teacher trainee should be able	Brainstorm on the role of	teacher reinforce
Skills	ent	to;	reinforcement as a skill of	a learner's
		a) assess the purpose of	facilitating learning. Make a	behaviour?
		reinforcement in learning,	presentation,	
		b) devise ways of providing	 Discuss with colleagues ways 	
		feedback to learners during	through which a teacher can	
		a lesson,	provide feedback to learners,	
		c) differentiate between	 Search on the internet on the 	
		positive and negative	kind of positive and negative	
		feedback during a lesson,	feedback given during a lesson.	
		d) apply the skill of	Share findings with peers,	
		reinforcement effectively to	 Make presentations on the 	
		promote learning,	effects of feedback sharing on	
		e) appreciate learning	learning,	
		experiences that learners	 Organise and facilitate 	
		undertake at school.	microteaching sessions to	
			demonstrate application of the	
			skill of reinforcement during a	
			lesson.	

- Communication and collaboration: As teacher trainee makes presentations on the effect of feedback on learning.
- Learning to learn and reflective practice: As teacher trainee organises and facilitates microteaching sessions to demonstrate how to apply the skill of reinforcement during a lesson.

Values:

• Peace: As teacher trainee participates in a discussion on ways through which a teacher can provide feedback to learners.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to assess the	Critically assesses the	Assesses the purpose of	Partly assesses the	Only with support,
purpose of	purpose of	reinforcement in	purpose of	assesses the purpose of
reinforcement in	reinforcement in	learning	reinforcement in	reinforcement in
learning	learning.		learning	learning
Ability to devise ways	Creatively and correctly	Correctly devises	Correctly devises some	Only with guidance,
of providing feedback	devises ways of	appropriate ways of	ways of providing	devises ways of
to learners during a	providing feedback to	providing feedback to	feedback to learners	providing feedback to
lesson	learners during a lesson.	learners during a lesson.	during a lesson	learners during a lesson.
Ability to differentiate	With examples,	Differentiates positive	Partly differentiates	Only with assistance,
positive and negative	differentiates positive	and negative feedback	positive and negative	differentiates positive
feedback during a	and negative feedback	during a lesson	feedback during a	and negative feedback
lesson	during a lesson		lesson	during a lesson
Ability to apply the	Creatively applies the	Applies the skill of	To some extent, applies	Only with guidance,
skill of reinforcement	skill of reinforcement	reinforcement	the skill of	applies the skill of
effectively to promote	effectively to promote	effectively to promote	reinforcement	reinforcement
learning	learning	learning	effectively to promote	effectively to promote
			learning	learning

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry
				Question (s)

5.0	5.4 Explanation	By the end of the sub strand, the	The teacher trainee to:	.How can a
Microteaching		teacher trainee should be able to;	• Discuss with peers the role	teacher provide
Skills		 a) justify the importance of effective communication during a lesson, b) examine the role of communication in achieving lesson learning outcomes, c) execute the skill of explanation effectively in a lesson, d) appreciate the use of explanation during a lesson. 	of communication in achieving lesson learning outcomes. Summarize information using a manila paper, Discuss ways of communicating effectively during a lesson, Brainstorm on ways the teacher can explain concepts to ensure learners understand, Make presentations on how resources, language and learner involvement can ease explanation in a lesson, Demonstrate the skill of explanation in a micro lesson.	meaningful explanations during a lesson?

- Core Competencies to be developed:

 Self-efficacy: As teacher trainee demonstrates the skill of explanation in a micro lesson.
- Critical thinking and problem solving: As teacher trainee brainstorms on explanation of concepts to ensure learners' understanding.

- Unity: As teacher trainee discusses the role of communication in achieving lesson learning outcomes.
- **Respect:** As teacher trainee makes presentations.



Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to justify the	Factually justifies the	Justifies the	Partly justifies the	Only with assistance,
importance of effective	importance of effective	importance of	importance of	justifies the importance of
communication during	communication during a	effective	effective	effective communication
a lesson	lesson.	communication	communication	during a lesson
		during a lesson	during a lesson	
Ability to examine the	With examples, critically	Examines the role of	Partially examines	Only with guidance,
role of communication	examines the role of	communication in	the role of	examines the role of
in achieving lesson	communication in	achieving lesson	communication in	communication in achieving
learning outcomes	achieving lesson learning	learning outcomes	achieving lesson	lesson learning outcomes
	outcomes		learning outcomes	
Ability to execute the	Capably executes the	Executes the skill of	Partially executes	Only with prompts, executes
skill of explanation	skill of explanation	explanation	the skill of	the skills of explanation
effectively in a lesson	effectively in a lesson	effectively in a	explanation	effectively in a lesson
		lesson	effectively in a	
			lesson	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning	Suggested Key
			Experiences	Inquiry Question(s)

5.0	5.5	By the end of the sub strand, the	The teacher trainee is guided	1. Why should a
Microteaching	Chalk board or	teacher trainee should be able	to:	teacher make proper
Skills	White board Use	to;	Buzz with peers the	use of the
SKIIIS	white board Use	 a) examine the guiding principles on the use of white boards or chalkboards in lesson delivery, b) justify the importance of planning prior to using the white board or chalkboard in a lesson, c) demonstrate proper use of a white board or chalkboard during a lesson, d) appreciate the white board or chalk board as a useful resource in the classroom. 	guiding principles a teacher applies when using whiteboards or chalkboards, Formulate guidelines for consideration by a teacher prior to using the white board or chalk board, Watch video clips depicting proper ways of using the white board or chalkboard during a lesson, Hold peer teaching	chalkboard or white board during a lesson?
			sessions to practice using	
			the white board or	
a a a			chalkboard.	

• Critical thinking and problem solving: As teacher trainee brainstorms on the differences between white boards and chalkboards.

Values:

• Peace and love: As teacher trainee holds peer teaching sessions to practice using the white board or chalkboard.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below expectation
Indicator			Expectation	
Ability to examine	Elaborately and correctly,	Correctly examines	Partly and correctly	Only with assistance,
the guiding	examines the guiding	the guiding principles	examines the guiding	examines the guiding
principles on the use	principles on the use of	on the use of white	principles on the use of	principles on the use
of white boards and	white boards and	boards and	white boards and	white boards and
black boards	chalkboards	chalkboards	chalkboards	chalkboards
Ability to justify the	Comprehensively and	Correctly justifies the	To some extent,	Only with support,
importance of	correctly justifies the	importance of	correctly justifies the	justifies the
planning prior to	importance of planning	planning prior to	importance of planning	importance of planning
using the white	prior to using the	using the white board	prior to using the white	prior to using the white
board or chalkboard	whiteboard or chalkboard	or chalkboard	board or chalkboard	board or chalkboard
Ability to	Elaborately demonstrates	Demonstrates proper	Partially demonstrates	Only with guidance,
demonstrate proper	proper use of a white board	use of a white board	proper use of a white	demonstrates proper
use of a white board	or chalkboard during a	or chalkboard during a	board or chalkboard	use of a white board or
or chalkboard during	lesson	lesson	during a lesson	chalkboard during a
a lesson				lesson

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry Question(s)

5.0	5.6	By the end of the sub	The teacher trainee to:	1. Why is
Microteaching	Classroom	strand, the teacher trainee	Read and discuss the techniques of	classroom
Microteaching Skills	Classroom Management	strand, the teacher trainee should be able to; a) explore techniques of classroom management during a lesson, b) analyse competencies teachers require to effectively maintain class control during a lesson, c) apply effective classroom management skills during a lesson, d) appreciate the need for classroom management during a	 Read and discuss the techniques of managing a classroom during a lesson. Summarize information on a flip chart. Search the internet or any other resource for information on competencies teachers require to effectively maintain class control during a lesson. Make presentations in class, Organise and facilitate microteaching sessions to demonstrate effective classroom management skills during a lesson. 	classroom management necessary? 2. What can be done by teachers in order to manage their classes?
		lesson.		

- Learning to learn and reflective practice: As teacher trainee organises and facilitates microteaching sessions.
- **Self- efficacy:** As teacher trainee searches for information and makes presentations on competencies for classroom management.
- **Digital literacy skills:** As teacher trainee searches for information on the internet.

- Responsibility: As teacher trainee effectively maintains class control during a lesson.
- Social justice: As teacher trainee discusses the techniques of managing a classroom.

Suggested Formative A	Suggested Formative Assessment Rubric					
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation		
Indicator			Expectation	_		
Ability to explore	Comprehensively	Explores techniques of	Explores some	Only with assistance,		
techniques of	explores techniques of	classroom	techniques of	explores techniques of		
classroom	classroom management	management during a	classroom management	classroom management		
management during a	during a lesson	lesson	during a lesson	during a lesson		
lesson						
Ability to analyse	Extensively analyses	Analyses	Analyses some	Only with guidance,		
competencies teachers	competencies teachers	competencies teachers	competencies teachers	analyses competencies		
require to effectively	require to effectively	require to effectively	require to effectively	teachers require to		
maintain class control	maintain class control	maintain class control	maintain class control	effectively maintain		
during a lesson	during a lesson	during a lesson	during a lesson	class control during a		
				lesson		
Ability to apply	Proficiently and	Correctly applies	Correctly applies some	Only with support,		
effective classroom	correctly applies	effective classroom	effective classroom	applies some effective		
management skills	effective classroom	management skills	management skills	classroom management		
during a lesson	management skills	during a lesson	during a lesson	skills during a lesson		
	during a lesson					

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key Inquiry
		Outcomes		Question(s)
5.0 Microteaching Skills	5.7 Conclus ion	Outcomes By the end of the sub strand, the teacher trainee should be able to; a) explore techniques of concluding a lesson, b) assess the importance of executing a good lesson conclusion, c) execute the conclusion of a lesson effectively,	 The teacher trainee to: Search information on the internet and other sources on ways a teacher can conclude a lesson. Share findings, Discuss with colleagues and assess the effect of a good lesson conclusion on teaching and learning, Prepare a sample lesson conclusion and illustrate its 	Question(s) 1. Why is conclusion an important stage during lesson facilitation? 2. What considerations should a teacher have in order to conclude a lesson?
		d) appreciate skills required in concluding a lesson.	facilitation,Model and demonstrate various ways of concluding a lesson.	

- Communication and collaboration: As teacher trainee discusses the effect of a good lesson conclusion on learning.
- **Digital literacy skills**: As teacher trainee searches for information on the internet.

- Love and unity: As teacher trainee shares various findings in class.
- Integrity: As teacher trainee models and demonstrates ways of concluding a lesson.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to explore	Extensively and	Explores techniques	Explores some	Only with support,
techniques of	accurately explores	of concluding a	techniques of	explores techniques of
concluding a lesson	techniques of concluding	lesson	concluding a lesson	concluding a lesson
	a lesson			
Ability to assess the	With examples, assesses	Assesses the	Partly assesses the	Only with assistance,
importance of	the importance of	importance of	importance of	assesses the importance
executing a good	executing a good lesson	executing a good	executing a good	of executing a good
lesson conclusion	conclusion	lesson conclusion	lesson conclusion	lesson conclusion
Ability to execute the	Expertly executes the	Executes the	To some degree,	Only with guidance,
conclusion of a lesson	conclusion of a lesson	conclusion of a lesson	executes the	executes the conclusion
effectively	effectively	effectively	conclusion of a lesson	of a lesson effectively
			effectively	_

6.0 MICROTEACHING PROCESS

Strand	Sub Strand	Specific Learning	Suggested Learning	Suggested Key
		Outcomes	Experiences	Inquiry Question(s)
6.0		By the end of the sub	The teacher trainee to:	Why should we plan
Microteaching	Planning for	strand, the teacher trainee	Work in small groups to	for a micro lesson?
Process	Microteaching	should be able to; a) determine the requirements of a micro lesson for effective planning, b) plan for a micro lesson to be delivered in 10 minutes for an effective experience, c) recognise the importance of planning for a micro lesson before its delivery,	generate a checklist of essentials to be considered before planning for a micro lesson. Present information on a flip chart and display in class, • Watch video clips detailing the planning stage of a micro lesson and summarise information in form of short notes, • Prepare sample professional documents and lesson notes in readiness for a micro lesson, • Debate the motion: Planning for a micro lesson is the panacea for effective lesson delivery.	What guidelines should be borne in mind when planning for a micro lesson?

- Critical thinking and problem solving: As teacher trainee identifies the requirements of a lesson for planning purposes.
- **Digital literacy skills:** As teacher trainee uses ICT in the learning process.

Values:

- **Responsibility:** As teacher trainee takes part in the planning stage for a micro lesson.
- Social justice: As teacher trainee participates in debating the given motion for learning purposes.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to determine	Exemplarily and	Correctly determines the	To some extent,	Only with guidance,
the essentials of	correctly determines the	essentials of a micro lesson	correctly	determines the
micro lesson for	essentials of a micro	for effective planning	determines the	essentials of a micro
effective planning	lesson for effective		essentials of a	lesson for effective
	planning		micro lesson for	planning
			effective planning	
Ability to plan for a	Illustratively and	Comprehensively plans for	Fairly plans for a	Only with assistance,
micro lesson to be	comprehensively plans for	a micro lesson to be	micro lesson to be	plans for a micro lesson
delivered in 10	a micro lesson to be	delivered in less than 10	delivered in 10	to be delivered in 10
minutes for an	delivered in 10 minutes	minutes for an effective	minutes for an	minutes for an
effective experience	for an effective experience	experience	effective	effective experience
			experience	

Microteaching Practice of a Micro Lesson By the end of the sub strand, the teacher trainee should be able to; a) prepare the necessary professional documents accompanying a lesson, b) deliver a micro lesson to peers for practice, c) assess the delivery of a micro lesson to generate input for evaluation, d) value microteaching practice as a necessary step to becoming an effective teacher trainee. By the end of the sub strand, the teacher trainee to: Prepare sample professional documents to be used in a micro lesson. Display the samples in class, Dramatise the delivery of a micro lesson to peers in a classroom set up, Watch video clips modeling the delivery of a micro lesson. Take brief notes for class discussion, Visit a nearby school to observe the delivery of a micro lesson by an important step to becoming an important step to becoming an important step to becoming an effective teacher? What considerations should be taken into account when preparing for a micro lesson? Visit a nearby school to observe the delivery of a micro lesson by an experienced teacher. Capture the necessary information using a pre-designed checklist.	Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
pre-designed checknist.	Microteaching	Practice of a Micro	strand, the teacher trainee should be able to; a) prepare the necessary professional documents accompanying a lesson, b) deliver a micro lesson to peers for practice, c) assess the delivery of a micro lesson to generate input for evaluation, d) value microteaching practice as a necessary step to becoming an	 Prepare sample professional documents to be used in a micro lesson. Display the samples in class, Dramatise the delivery of a micro lesson to peers in a classroom set up, Watch video clips modeling the delivery of a micro lesson. Take brief notes for class discussion, Visit a nearby school to observe the delivery of a micro lesson by an experienced teacher. Capture 	an important step to becoming an effective teacher? 2. What considerations should be taken into account when preparing for a micro

- Creativity and innovation: As teacher trainee prepares sample professional documents for a micro lesson.
- **Digital literacy**: As teacher trainee uses ICT in the learning process.

- Unity: As teacher trainee dramatises the delivery of a micro lesson
- Responsibility: As teacher trainee prepares sample professional documents to aid the delivery of a micro lesion

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to prepare the	Adequately and correctly	Correctly prepares the	To an extent, correctly	Only with assistance,
necessary	prepares the necessary	necessary	prepares the necessary	prepares the necessary
professional	professional documents	professional	professional documents	professional documents
documents	accompanying a lesson	documents	accompanying a lesson	accompanying a lesson
accompanying a		accompanying a		
lesson		lesson		
Ability to deliver a	Effectively delivers a	Delivers a micro	Partly delivers a micro	Only with guidance,
micro lesson to peers	micro lesson to peers for	lesson to peers for	lesson to peers for	delivers a micro lesson
for practice	practice	practice	practice	to peers for practice
Ability to assess the	Comprehensively and	Clearly assesses the	To some degree, clearly	Only with assistance,
delivery of a micro	clearly assesses the	delivery of a micro	assesses the delivery of	assesses the delivery of
lesson to generate the	delivery of a micro lesson	lesson to generate the	a micro lesson to	a micro lesson to
necessary input for	to generate the necessary	necessary input for	generate the necessary	generate the necessary
evaluation	input for evaluation	evaluation	input for evaluation	input for evaluation

Strand	Sub Strand	Specific Learning	Suggested Learning	Suggested Key
		Outcomes	Experiences	Inquiry Question(s)
6.0 Microteaching Process	6.2 Evaluation of a Micro Lesson	By the end of the sub strand, the teacher trainee should be able to; a) evaluate a micro lesson in a learning environment, b) analyse a sample form for evaluating a micro lesson, c) provide constructive feedback after evaluating a micro lesson, d) acknowledge the significance of evaluating a micro lesson in a learning environment.	 The teacher trainee to: Buzz in pairs the evaluation process of a micro lesson. Summarize steps on a manila paper. Devise sample forms for evaluating a micro lesson (Hint: The teacher trainee self evaluation form and the observer's/ peer observation form to be used). Demonstrate filling in the sample evaluation forms for discussion after lesson delivery. Capture important details for effective feedback. Dramatise a feedback sharing session involving the teacher trainee and observers/peers. Watch a video clip depicting a micro lesson being evaluated. Take brief notes for learning purposes. 	 Why should a micro lesson be evaluated? When should a micro lesson be evaluated? What aspects should be evaluated in the delivery of a micro lesson?

- Communication and collaboration: As teacher trainee participates in a feedback sharing session after the delivery of a micro lesson.
- **Self-efficacy:** As teacher trainee shares constructive feedback to their colleagues/peers after the delivery of a micro lesion.

- **Responsibility:** As teacher trainee observes each other during a micro lesson.
- Love: As teacher trainee observes and offers constructive feedback after the delivery of a micro lesion.

Suggested Formative	Suggested Formative Assessment Rubric					
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation		
Indicator	_		Expectation	_		
Ability to evaluate a	Distinctively and clearly	Clearly evaluates a	To a certain extent,	Only with support,		
micro lesson in a	evaluates a micro lesson in a	micro lesson in a	clearly evaluates a	evaluates a micro		
learning environment	learning environment	learning	micro lesson in a	lesson in a learning		
		environment	learning environment	environment		
	`					
Ability to analyse a	Comprehensively and	Correctly analyses a	To some degree,	Only with assistance,		
sample form for	correctly analyses a sample	sample form for	correctly analyses a	analyses a sample form		
evaluating a micro	form for evaluating a micro	evaluating a micro	sample form for	for evaluating a micro		
lesson.	lesson	lesson	evaluating a micro	lesson		
			lesson			
Ability to provide	With examples, correctly	Provides	Partially provides	Only with prompts,		
constructive feedback	provides constructive	constructive	constructive feedback	provides constructive		
after evaluating a	feedback after evaluating a	feedback after	after evaluating a	feedback after		
micro lesson	micro lesson	evaluating a micro	micro lesson	evaluating a micro		
		lesson		lesson		

Experiences	Inquiry Question(s)
Microteaching Process By the end of the sub strand, the teacher trainee should be able to; a) examine the role of reflection in the microteaching process, b) formulate questions for reflection in a microteaching process, c) reflect after the delivery of a microless of reflection in a microteaching process, d) appreciate the contribution of reflection from the microteaching process to a teacher. The teacher traine Discuss of reflection microteaching of reflection in the microteaching process, and able to; a) examine the role of reflection in the microteaching process, ways of the microteaching process, of reflection in the microteaching process, and appreciate the contribution of reflection from the microteaching process to a teacher. Whicroteaching Discuss of reflection microteaching the microteaching process, and the teacher traine that the traine to the teacher traine should be able to; a) examine the role of reflection in the microteaching process, of reflection in the microteaching process, and the teacher trainee should be able to; b) formulate questions for reflection in a microteaching process, of reflection in the microteaching process, of reflection in the microteaching process, or reflection in the microteaching process,	1 1

- Learning to learn and reflective practice: As teacher trainee reflects on the microteaching process.
- **Critical thinking and problem solving:** As teacher trainee generates alternative ways of improving lesson delivery through microteaching.
- **Digital literacy skills:** As teacher trainee searches for information from the internet.

- **Responsibility:** As teacher trainee engages in reflection after the delivery of a micro lesson.
- Unity: As teacher trainee participates in the lesson study exercise for improving the delivery of a micro lesson.
- Patriotism: As teacher trainee endeavours to improve teaching in the country through the practice of lesson study.

Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Indicator			Expectation	
Ability to examine	Critically examines	Examines the role of	To some extent,	Only with guidance,
the role of reflection	the role of reflection in	reflection in a	examines the role of	examines the role of
in a microteaching	a microteaching	microteaching process	reflection in a	reflection in a
process	process		microteaching process	microteaching process
Ability to formulate	Comprehensively and	Clearly formulates	Partly and clearly	Only with support,
questions for	clearly formulates	questions for reflection	formulates questions for	formulates questions for
reflection in a	questions for	in a typical	reflection in a typical	reflection in a typical
microteaching	reflection in a typical	microteaching process	microteaching process	microteaching process
process	microteaching process			on lesson reflection.
Ability to reflect after	Deeply reflects after	Reflects after the	To a certain extent,	Only with assistance,
the delivery of a	the delivery of a micro	delivery of a micro	reflects after the	reflects after the delivery
micro lesson for	lesson for learning	lesson for learning	delivery of a micro	of a micro lesson for
learning purposes	purposes	purposes	lesson for learning	learning purposes
			purposes	

7.0 PRACTICUM

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key
		Outcomes		Inquiry Question(s)
7.0	7.1	By the end of the sub	The teacher trainee to:	1. What is the
Practicum	The concept	strand, the teacher trainee	Search for the meaning of practicum from the	place of a
	of Practicum	should be able to;	internet and other sources,	practicum in
		examine the meaning of	Buzz in small groups and assess the	teacher
		practicum in teacher	advantages and disadvantages of practicum in	training?
		training,	teacher training. Summarise the information	2. How does
		assess the contribution of	using manila papers for display in class,	practicum
		practicum in teacher	Debate and analyse the motion – Practicum	enhance
		training,	enhances the teacher trainees' teaching	teacher
		analyse the motion -	proficiency.	training?
		practicum enhances the		
		teacher trainees' teaching		
		proficiency,		
		acknowledge the		
		relevance of practicum in		
		teacher training.		

- Learning to learn and reflective practice: As teacher trainee searches for the meaning of practicum.
- Communication and collaboration: As teacher trainee works in groups and engages in a debate.

- **Responsibility:** As teacher trainee searches for the meaning of practicum.
- **Respect:** As teacher trainee engages in a debate while appreciating the different viewpoints offered by their colleagues.

Suggested Formative Assessment Rubric						
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation		
Indicator	_		Expectation	_		
Ability to examine	Comprehensively examines	Examines the	Partly examines the	Only with support,		
the meaning of	the meaning of practicum in	meaning of	meaning of practicum	examines the meaning		
practicum in teacher	teacher training	practicum in teacher	in teacher training	of practicum in teacher		
training		training		training		
Ability to assess the	Elaborately assesses the	Assesses the	Partly assesses the	Only with assistance,		
contribution of	contribution of practicum in	contribution of	contribution of	assesses the		
practicum in teacher	teacher training	practicum in teacher	practicum in teacher	contribution of		
training		training	training	practicum in teacher		
				training		
Ability to analyse the	Comprehensively and	Analyses the motion	To some extent,	Only with guidance,		
motion - practicum	correctly analyses the motion	- practicum enhances	analyses the motion-	analyses the motion-		
enhances the teacher	- practicum enhances the	the teacher trainee's	practicum enhances	practicum enhances the		
trainee's proficiency.	teacher trainee's proficiency	proficiency	the teacher trainee's	teacher trainee's		
			proficiency	proficiency		

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0 Practicum	7.2 Preparations for Practicum	By the end of the sub strand, the teacher trainee should be able to; a) describe the various preparatory activities before undertaking a practicum in teacher training, b) formulate checklists that can aid in the preparation for undertaking a practicum, c) appreciate the significance of preparing for practicum in teacher training.	 Brainstorm in small groups the essential aspects for consideration during the preparation for practicum. Make a presentation, Generate a checklist that can aid in the preparation for undertaking a practicum. Present the information using a flip chart, Prepare sample supervision documents before undertaking practicum. Present and critique in class, Watch a video clip detailing the necessary preparations for undertaking a practicum. 	 Why is it necessary to prepare for practicum? What aspects should be borne in mind when preparing for a practicum?

- Critical thinking and problem-solving: As teacher trainee generates a checklist to aid in the preparations for a practicum.
- **Self-efficacy:** As teacher trainee develops sample documents for supervising a practicum.

- Love: As teacher trainee formulates sample supervision tools for their practicum.
- **Responsibility:** As teacher trainee devises sample documents for supervising their practicum.

	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation
Level			Expectation	
Indicator				
Ability to describe the	Extensively and clearly	Clearly describes the	To some extent, clearly	Only with prompts,
various preparatory	describes the various	various preparatory	describes the various	describes the various
activities before	preparatory activities	activities before	preparatory activities	preparatory activities
undertaking a	before undertaking a	undertaking practicum	before undertaking a	before undertaking a
practicum	practicum		practicum	practicum
Ability to formulate	Creatively and clearly	Clearly formulates	Partly and clearly	Only with assistance,
checklists that can aid	formulates checklists	checklists that can aid	formulates checklists	formulates checklists
in the preparation for	that can aid in the	in the preparation for	that can aid in the	that can aid in the
undertaking a	preparation for	undertaking a	preparation for	preparation for
practicum	undertaking a practicum	practicum	undertaking a practicum	undertaking a practicum

Strand	Sub Strand	Specific Learning	Suggested Learning Experiences	Suggested Key Inquiry
		Outcomes		Question(s)
7.0	7.3	By the end of the sub	The teacher trainee to:	1. What are the roles
Practicum	Administration	strand, the teacher trainee	Brainstorm as a class the various	and responsibilities
	of Practicum	should be able to;	personnel involved in a practicum.	of different
		a) identify and describe	Summarise the information using a	personnel involved
		the roles and	manila paper for displaying in class,	in a practicum?
		responsibilities of	Generate a checklist that can aid the	2. Why is a checklist
		personnel involved in	administration of a practicum (list of	useful in preparation
		the administration of	personnel, roles, responsibilities, in-	for a practicum?
		a practicum,	school or field support, comments).	
		b) create sample	Present the information using a flip	
		documents for	chart,	
		administration of a	Prepare sample documents for	
		practicum,	undertaking a practicum (that is,	
		c) write a sample	teacher trainees and the assessor's).	
		practicum report as a requirement for	Present and critique in class,	
		evaluation,	Watch a video clip depicting the	
		d) justify the provision	administration of a practicum. Take	
		of support to teacher	short notes for learning purposes,	
		trainees during their	Role play a mentorship and a	
		practicum,	coaching session during the	
		e) value the contribution	practicum. Critique the session	
		of different personnel	proceedings.	
		during practicum.		

- Self-efficacy: As teacher trainee role plays a mentorship and a coaching session during their practicum.
- Creativity and innovation: As teacher trainee drafts sample reports after their practicum.
- Critical thinking and problem solving: As teacher trainee prepares sample documents for the administration of a practicum.

- Love: As teacher trainee creates sample administration tools for their practicum.
- **Respect:** As teacher trainee role plays a typical mentorship and coaching session with their colleagues during a practicum.
- Peace: As teacher trainee dramatizes different roles in a mentorship and coaching session.

Suggested Formative Assessment Rubric						
Level	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation		
Indicator			Expectation			
Ability to identify and	With examples,	Clearly identifies and	To some degree, clearly	Only with guidance,		
describe the roles and	identifies and describes	describe the roles and	identifies and describes	identifies and describes		
responsibilities of	the roles and	responsibilities of	the roles and	the roles and		
different personnel	responsibilities of	different personnel	responsibilities of	responsibilities of		
involved in the	different personnel	involved in the	different personnel	different personnel		
administration of a	involved in the	administration of a	involved in the	involved in the		
practicum	administration of a	practicum	administration of a	administration of a		
	practicum		practicum	practicum		

Ability to create	Correctly creates	Creates sample	Partly creates sample	Only with assistance,
sample documents for	sample documents for	documents for	documents for	creates sample
administering a	administering a	administering a	administering a	documents for
practicum	practicum	practicum	practicum	administering a
				practicum
Ability to write a	Illustratively writes a	Writes a sample	Partly writes a sample	Only with support,
sample practicum	sample practicum	practicum report as a	practicum report as a	writes a sample
report as a requirement	report as a requirement	requirement for	requirement for	practicum report as a
for evaluation	for evaluation	evaluation	evaluation	requirement for
				evaluation
Ability to justify the	Clearly justifies the	Justifies the provision	To a certain degree,	Only with assistance,
provision of support to	provision of support to	of support to teacher	justifies the provision of	justifies the provision of
teacher trainees during	teacher trainees during	trainees during their	support to teacher	support to teacher
their practicum	their practicum	practicum	trainees during their	trainees during their
			practicum	practicum

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.0	7 4 D f		The teacher trained to	1 0
7.0	7.4 Professional	By the end of the sub	The teacher trainee to:	Why is
Practicum	Conduct during	strand, the teacher	Buzz on the meaning of professional	professional
	Practicum	trainee should be able to;	conduct during practicum. Share in	conduct necessary
		a) explain the meaning	class,	in teaching?
		of professional	 Generate a checklist detailing the 	
		conduct during	different aspects to be covered under	
		practicum,	the requirements for professional	
		b) model requirements	conduct during their practicum. Present	
		for professional	the information using a flip chart,	
		conduct during	Watch a video clip highlighting the	
		practicum,	different areas to be addressed as a	
		c) justify the need for	requirement for professional conduct	
		acceptable	during practicum. Take brief notes for	
		professional conduct	learning purposes,	
		during practicum,	Dramatize different aspects of	
		d) appreciate the need	professional conduct during their	
		for acceptable	practicum. Pick various learning points.	
		professional conduct		
		during practicum.		

- Citizenship and leadership: As teacher trainee models requirements for their professional conduct during practicum.
- Learning to learn and reflective practice: As teacher trainee formulates a checklist for addressing different aspects for their professional conduct during practicum.

- Love: As teacher trainee models requirements for their professional conduct during practicum.
- Unity: As teacher trainee dramatizes different aspects of professional conduct in a practicum.
- **Responsibility:** As teacher trainee works towards meeting the requirements for their professional conduct during practicum.

Suggested Formative	Suggested Formative Assessment Rubric						
	Exceeds Expectation	Meets Expectation	Approaches	Below Expectation			
Level			Expectation				
Indicator							
Ability to explain the	Comprehensively explains	Explains the meaning	To a certain degree,	Only with guidance,			
meaning of	the meaning of professional	of professional	explains the meaning of	explains the meaning			
professional conduct	conduct in a practicum.	conduct in a	professional conduct in	of professional conduct			
in a practicum		practicum.	a practicum.	in a practicum			
Ability to model	Imaginatively models	Models requirements	To some extent, models	Only with assistance			
requirements for	requirements for	for professional	requirements for	,models requirements			
professional conduct	professional conduct during	conduct during	professional conduct	for professional			
during practicum	practicum	practicum	during practicum	conduct during			
				practicum			
Ability to justify the	With examples, clearly	Clearly justifies the	To some extent, clearly	Only with support,			
need for acceptable	justifies the need for	need for acceptable	justifies the need for	justifies the need for			
professional conduct	acceptable professional	professional conduct	acceptable professional	acceptable professional			
during practicum	conduct during practicum	during practicum	conduct during	conduct during			
			practicum	practicum			