KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION
PRE-PRIMARY & PRIMARY

MICROTEACHING CURRICULUM DESIGN

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INTRODUCTION

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

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

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

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

Professional Learning areas
1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources

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

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

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

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

Entry Requirements

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

Duration of Training

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

Subjects Offered

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

Micro-Teaching and Practicum

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

Award of the Diploma

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

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

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

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

Grading

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

TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

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

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum 300 Hours	Practicum 300 Hours	CONTENT& PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
	SUB TOTAL	230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
	TOTAL	**350**	**350**	**350**	**350**	**350**	**350**	**2100**	**300**	**300**	**300**	**3000 HRS**

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

2. **Promote the social, economic, technological and industrial needs for national development.**
   Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

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

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

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

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

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

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

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

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

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

    Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

    Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**
    Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:
1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

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 Pre-service 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 1.2 Phases in Microteaching	**1**
2.	Curriculum Designs Interpretation	2.1 National Goals of Education 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	**6**
3.	Professional Documents	3.1 Nature of Professional documents 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**
4.	Pedagogical Approaches	4.1 Concept of Pedagogy 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	**10**

5.	Microteaching Skills	5.1 Lesson Introduction Skills 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	**4**
6.	Microteaching Process	6.1 Planning for Microteaching 6.2 Delivery of a Micro lesson 6.3 Evaluation of a Micro lesson 6.4 Micro lesson Reflection	**3**
7.	Practicum	7.1 The Concept of Practicum 7.2 Preparations for Practicum 7.3 Administration of Practicum 7.4 Professional Conduct during Practicum	**2**
Total			**30**

1.0 MICRO TEACHING

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Microteaching Practice	1.1The Concept of Microteaching	By the end of the sub strand, the teacher trainee should be able to; explain the meaning of microteaching in a learning environment, assess the procedure of microteaching in the learning process, appreciate the significance of microteaching in teacher trainee's preparation.	The teacher trainee to: Assess in pairs the meaning of microteaching, Search for the meaning of microteaching using digital devices or other sources, Brainstorm with others as a class and assess procedure to be followed for undertaking microteaching process, Watch video clips showing the procedure of microteaching, Sketch the procedure of microteaching in the learning process.	Why do we need microteaching in teacher training? What is the contribution of microteaching to 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⟍ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the meaning of microteaching	Comprehensively and clearly explains the meaning of microteaching	Clearly explains the meaning of microteaching	To a certain extent, clearly explains the meaning of microteaching	Only with prompts, explains the meaning of microteaching
Ability to assess the procedure of microteaching	Extensively and clearly assesses the procedure of microteaching	Clearly assesses the procedure of microteaching	To some extent, clearly assesses the procedure of microteaching	Only with assistance, assesses the procedure of microteaching

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Microteaching Practice	**1.2 Phases in Microteaching**	By the end of the sub strand, the teacher trainee 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.	The teacher trainee to: ● 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.	What guidance is required for effective micro teaching?

Core Competencies to be developed:
- **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

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

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2.0 CURRICULUM DESIGN INTERPRETATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Design Interpretation	2.1 National Goals of Education	By the end of the sub 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 education in the curriculum.	The teacher trainee to: • 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 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.	1. What are the national goals of education? 2. Why should national goals of education be included in the curriculum document?

Core Competencies to be developed:
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 Assessment Rubric

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

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

Core Competencies to be developed:

- 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.

Suggested Formative Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Design Interpretation	2.2 Subject General Learning Outcomes	By the end of the sub strand, the teacher trainee should be able to; a) assess the relevance of the subject general learning outcomes in the curriculum, b) recognize the contribution of subject general learning outcomes in the curriculum.	The teacher trainee to: ● Interact with curriculum designs to identify and assess the relevance of the 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.	1. Why should a curriculum design have subject general learning outcomes?

Core Competencies to be developed:
● **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

Suggested Formative Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry 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?

Core Competencies to be developed:
● **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.

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below 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?

Core Competencies to be developed:
● **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 Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Design Interpretation	**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 school.	The teacher trainee to: ● 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, ● Identify, discuss and make presentations on formal, non-formal and informal learning experiences that facilitate learning, ● Brainstorm on the factors to consider when developing learning experiences, ● Search information from the internet and other sources on Gardner's	1. Why is it necessary to have learning experiences? 2. How important are learning experiences?

			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.	

Core Competencies to be developed:
- **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: T**eacher 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

Suggested Formative Assessment Rubric

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

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

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

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Core Competencies to be developed:
• **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

Suggested Formative Assessment Rubric

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

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Design Interpretation	**2.7 Core Competencies**	By the end of the sub strand, the teacher trainee should be able to; 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.	The teacher trainee to: ● Search for information on the 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 non-formal experiences*), ● Organize and facilitate micro lessons to demonstrate facilitation of learning experiences that promote the development of competencies among learners.	1. Why should competencies be considered in the learning process? 2. How should a teacher facilitate learning to promote the development of core competencies among learners?

Core Competencies to be developed:
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

Suggested Formative Assessment Rubric

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

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Curriculum Design Interpretation	**2.8 Values**	By the end of the sub 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-based education in Kenya.	The teacher trainee to: ● 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*).	1. What is values-based education? 2. How does a teacher promote acquisition of values in the learning process?

Core Competencies to be developed:
● **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

Suggested Formative Assessment Rubric

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

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

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Core Competencies to be developed:
● **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 / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the use of professional documents in curriculum implementation and assessment	Extensively examines the use of professional documents in curriculum implementation and assessment.	Examines the use of professional documents in curriculum implementation and assessment.	Partly examines the use of professional documents in curriculum implementation and assessment.	Only with support, examines the use of professional documents in curriculum implementation and assessment.
Ability to assess how professional documents make teaching and learning more effective	Elaborately assesses how professional documents make teaching and learning more effective.	Assesses how professional documents make teaching and learning more effective.	Partially assesses how professional documents make teaching and learning more effective.	Only with assistance, assesses how professional documents make teaching and learning more effective.
Ability to interpret the different types of professional documents used by a school teacher	Effectively interprets the different types of professional documents used by a school teacher.	Interprets the different types of professional documents used by a school teacher.	Partially interprets the different types of professional documents used by a school teacher.	Only with guidance, interprets the different types of professional documents used by a 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.	The teacher trainee to: ● 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.	1. Why do we prepare a scheme of work? 2. 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

Suggested Formative Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry 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.	1. Why do we prepare a lesson plan? 2. How do we use a lesson plan in teaching?

Core Competencies to be developed:
● **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.

Suggested Formative Assessment Rubric

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

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key 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?

Core Competencies to be developed:
● **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.

Suggested Formative Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Professional Documents	3.5 Individualized Education Programme (IEP)	By the end of the sub strand, the teacher trainee should be able to; a) describe an IEP as a professional document in the learning process; b) examine the application of an 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.	The teacher trainee to: ● Brainstorm with peers the meaning 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 ● 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,	1. What kind of learning needs should be targeted using an IEP? What role do the different parties play in the administration of an IEP?

			,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.	

Core Competencies to be developed:
- **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.

Values:
- **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.

Suggested Formative Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key 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 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.	The teacher trainee to: ● Engage peers in formulating strategies for assessment of learners to promote learning, ● Read and search for information 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.	How can a teacher maintain learners' assessment records?

Core Competencies to be developed:
- **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

Values:
- **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.

Suggested Formative Assessment Rubric

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

4.0 PEDAGOGICAL APPROACHES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4. 0 Pedagogical Approaches	Concept of Pedagogy	By the end of the sub strand, the 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 facilitate learning.	The teacher trainee 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 share the findings with peers.	1. Why is pedagogy important for a teacher? 2. What does a teacher consider when selecting a teaching method?

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

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

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key 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, b) apply experiential learning approach in teaching and learning, c) appreciate the use of experiential approach in facilitating learning.	The teacher trainee to: • Brainstorm the concept of experiential learning, • Discuss different features of experiential learning approach, • Interrogate the pros and cons 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.	What are the benefits of using experiential learning approach?

Core Competencies to be developed:
● **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

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Suggested Formative Assessment Rubric				
Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below 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 Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4. 0 Pedagogical Approaches	**4.2 Inquiry Based Learning (IBL)**	By the end of the sub strand, the teacher trainee should be able to; 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.	The teacher trainee to: • Brainstorm the concept of IBL and its relevance in teaching, • 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.	1. What is Inquiry Based Learning (IBL)? 2. Why is inquiry-based learning important in learning?

Core Competencies to be developed:
- **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.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4. 0 Pedagogical Approaches	4.3 Reflective Learning	By the end of the sub strand, the teacher trainee should be able to; 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.	The teacher trainee to: • Discuss in pairs the aspects of 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.	How would you use reflection to enhance learning?

	Core Competencies to be developed:

Core Competencies to be developed:
- **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.

Suggested Formative Assessment Rubric

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

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

Core Competencies to be developed:
● **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.

Values:
● **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

Suggested Formative Assessment Rubric

Indicator / Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
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 problem-based approach in learning	Extensively and correctly evaluates features of problem-based approach in learning	Correctly evaluates features of problem-based approach in learning	To a certain extent, correctly evaluates features of problem-based approach in learning	Only with assistance, evaluates features of problem-based approach in learning
Ability to apply problem-based approach in lesson delivery	Effectively and correctly applies problem-based approach in lesson delivery	Correctly applies problem-based approach in lesson delivery	Correctly applies some aspects of problem-based approach in lesson delivery	Only with guidance, applies problem-based approach in lesson delivery

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4. 0 Pedagogical Approaches	**4.6 Project-based Learning**	By the end of the sub strand, the teacher trainee should be able to; 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.	The teacher trainee to: ● Brainstorm on the meaning and purpose of project-based learning, ● 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.	Why are projects important in learning?

Core Competencies to be developed:
- **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.

Suggested Formative Assessment Rubric

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

Core Competencies to be developed:

- **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.

Values:

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

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Suggested Formative Assessment Rubric

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

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

Core Competencies to be developed:
- **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.

Values:
- **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.

Suggested Formative Assessment Rubric

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

Suggested Formative Assessment Rubric

Level / Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below 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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4. 0 Pedagogical Approaches	**4.10 Collaborative and Cooperative Learning**	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 and cooperative learning approaches in lesson delivery.	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 cooperative learning approach and present to your peers, • Conduct peer assessment of the modeled lesson.	1. What is the benefit of organizing a class in groups? 2. Which areas of the curriculum can be learned collaboratively?

Core Competencies to be developed:
- **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

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

Suggested Formative Assessment Rubric

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

5.0 MICRO TEACHING SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key 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?
Core Competencies to be developed: ● **Self-efficacy:** As teacher trainee holds demonstration sessions on lesson introduction skills. ● **Digital literacy**: As teacher trainee prepares a video clip.				

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Microteaching Skills	Stimulus Variation	By the end of the sub strand, the teacher trainee should be able to; a) examine the purpose of stimulus variation in learning, b) analyse ways a teacher can enhance stimulus variation during a lesson, c) evaluate techniques applied to enhance stimulus variation in a lesson, d) demonstrate a lesson to peers using stimulus variation techniques, e) appreciate the need for stimulus variation to enhance learning.	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?

Core Competencies to be developed:
● **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.

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

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

Core Competencies to be developed:
● **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.

Suggested Formative Assessment Rubric

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

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

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

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

Core Competencies to be developed:
● **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.

Suggested Formative Assessment Rubric

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

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

5.0 Microteaching Skills	5.4 Explanation	By the end of the sub strand, the teacher trainee should be able to; 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.	The teacher trainee to: ● Discuss with peers the role 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.	.How can a teacher provide 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.				

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

Suggested Formative Assessment Rubric

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

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

5.0 Microteaching Skills	5.5 Chalk board or White board Use	By the end of the sub strand, the teacher trainee should be able to; 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.	The teacher trainee is guided to: ● Buzz with peers the 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 sessions to practice using the white board or chalkboard.	1. Why should a teacher make proper use of the chalkboard or white board during a lesson?

Core Competencies to be developed:
● **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.

Suggested Formative Assessment Rubric

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

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

5.0 Microteaching Skills	5.6 Classroom Management	By the end of the sub 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 lesson.	The teacher trainee to: ● 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.	1. Why is classroom management necessary? 2. What can be done by teachers in order to manage their classes?
Core Competencies to be developed: ● **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.				

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Microteaching Skills	**5.7 Conclus ion**	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, d) appreciate skills required in concluding a lesson.	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 facilitation, ● Model and demonstrate various ways of concluding a lesson.	1. Why is conclusion an important stage during lesson facilitation? 2. What considerations should a teacher have in order to conclude a lesson?

Core Competencies to be developed:
● **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.

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

Suggested Formative Assessment Rubric

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

6.0 MICROTEACHING PROCESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Microteaching Process	Planning for Microteaching	By the end of the sub strand, the teacher trainee 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,	The teacher trainee to: • Work in small groups to 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.	Why should we plan for a micro lesson? What guidelines should be borne in mind when planning for a micro lesson?

Core Competencies to be developed:
● **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.

Suggested Formative Assessment Rubric

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

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Microteaching Process	**6.1 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.	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 experienced teacher. Capture the necessary information using a pre-designed checklist.	1. Why is microteaching an important step to becoming an effective teacher? 2. What considerations should be taken into account when preparing for a micro lesson?

Core Competencies to be developed:
● **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.

Values:
● **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

Suggested Formative Assessment Rubric

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key 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.	1. Why should a micro lesson be evaluated? 2. When should a micro lesson be evaluated? 3. What aspects should be evaluated in the delivery of a micro lesson?

Core Competencies to be developed:
- **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.

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.0 Microteaching Process	Micro Lesson Reflection	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 micro lesson for learning purposes, d) appreciate the contribution of reflection from the microteaching process to a teacher.	The teacher trainee to: • Discuss with peers the role of reflection in the microteaching process, • Using digital devices, search for information on ways of using reflection in the microteaching process. Present findings to peers, • In small groups, construct a simple reflection guide for use during the microteaching process, • Undertake a simple lesson study as a guide to improving reflection in the microteaching process (Hint: the same teacher trainee to deliver the subsequent sessions for upgrading delivery skills).	1. Why is reflection necessary in the microteaching process? 2. Which aspects should be considered as items for reflection in microteaching?

Core Competencies to be developed:
- **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.

Values:
- **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.

Suggested Formative Assessment Rubric

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

7.0 PRACTICUM

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

Values:
- **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 ⟍ Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to examine the meaning of practicum in teacher training	Comprehensively examines the meaning of practicum in teacher training	Examines the meaning of practicum in teacher training	Partly examines the meaning of practicum in teacher training	Only with support, examines the meaning of practicum in teacher training
Ability to assess the contribution of practicum in teacher training	Elaborately assesses the contribution of practicum in teacher training	Assesses the contribution of practicum in teacher training	Partly assesses the contribution of practicum in teacher training	Only with assistance, assesses the contribution of practicum in teacher training
Ability to analyse the motion - practicum enhances the teacher trainee's proficiency.	Comprehensively and correctly analyses the motion - practicum enhances the teacher trainee's proficiency	Analyses the motion - practicum enhances the teacher trainee's proficiency	To some extent, analyses the motion- practicum enhances the teacher trainee's proficiency	Only with guidance, analyses the motion- practicum enhances the teacher trainee's 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.	The teacher trainee to: • 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.	1. Why is it necessary to prepare for practicum? 2. What aspects should be borne in mind when preparing for a practicum?

Core Competencies to be developed:
● **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.

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

Suggested Formative Assessment Rubric

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

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

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Core Competencies to be developed:
● **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.
Values:
● **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 Indicator	**Exceeds Expectation**	**Meets Expectation**	**Approaches Expectation**	**Below Expectation**
Ability to identify and describe the roles and responsibilities of different personnel involved in the administration of a practicum	With examples, identifies and describes the roles and responsibilities of different personnel involved in the administration of a practicum	Clearly identifies and describe the roles and responsibilities of different personnel involved in the administration of a practicum	To some degree, clearly identifies and describes the roles and responsibilities of different personnel involved in the administration of a practicum	Only with guidance, identifies and describes the roles and responsibilities of different personnel involved in the administration of a practicum

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

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

Core Competencies to be developed:
● **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.

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