**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**
*A Skilled and Ethical Society*

# DIPLOMA IN TEACHER EDUCATION

# PRE-PRIMARY & PRIMARY

# PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION CURRICULUM DESIGN

**2024**

First published in 2022


Revised 2024

# TABLE OF CONTENT

**INTRODUCTION**

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

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

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

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

**Professional Learning areas**
1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education

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

**Integrated Content and Pedagogy Learning areas**
1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

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

## Entry Requirements

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

## Duration of Training

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

## Subjects Offered

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

## Micro-Teaching and Practicum

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

## Award of the Diploma

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

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

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

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

## TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

| | SUBJECT | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 | Sub Total | TERM 7 Micro Teaching - Subject Practicals | TERM 8 | TERM 9 | TOTAL FOR 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)**

| | SUBJECT | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TERM 5 | TERM 6 | SUB TOTAL | TERM 7 Micro Teaching - Subject Practicals | TERM 8 | TERM 9 | TOTAL FOR COURSE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **CONTENT + PEDAGOGY (SUBJECTS)** | | | | | | | | | | | |
| 1 | **English** | 24 | 34 | 34 | 35 | 29 | 30 | 186 | 30 | Practicum | Practicum | |
| 2 | **Kiswahili** | 20 | 20 | 20 | 20 | 20 | 20 | 120 | 20 | | | **CONTENT& PEDAGOGY (SUBJECTS) (1680 Hrs)** |
| 3 | **Mathematics** | 30 | 30 | 30 | 30 | 30 | 30 | 180 | 30 | 300 Hours | 300 Hours | |
| 4 | **Science and Technology** | 20 | 20 | 20 | 20 | 20 | 20 | 120 | 30 | | | |
| 5 | **Agriculture** | 20 | 20 | 20 | 20 | 20 | 20 | 120 | 20 | | | **+** |
| 6 | **Home science** | 20 | 20 | 20 | 20 | 20 | 20 | 120 | 20 | | | **PRACTICUM (600Hrs)** |
| 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**

Sociological and Philosophical Foundations of Education is a professional learning area in the Diploma in Teacher Education – Primary and Primary (DTE –PP&P) Course. The learning area examines the relationship between individual learner experiences and institutional practices that influence educational outcomes. This learning area explores various sociological theories and philosophical frameworks, focusing on the learning process and the origins of human intelligence within societal contexts. It further emphasizes the impact of social interaction and cultural environments on learning and provides a basis for evaluating educational practices and outcomes. The learning area explores the roles of community, teachers, learners and parents, to enable teacher trainees to critically analyze their roles in the socialisation of learners. The teacher trainee will gain insight into the aims and objectives of education, fostering an appreciation for its role in developing competencies necessary for adaptation in both educational and societal contexts. The learning area provides the teacher trainee with learning experiences that employ pragmatic learning methodologies, such as discussions, research, field visits and lesson observation.

**GENERAL LEARNING OUTCOMES**

By the end of the course, the teacher trainee should be able to:
1. Apply acquired knowledge, skills, values and attitudes from philosophical and sociological foundations in education to enhance effective learning.
2. Employ relevant pedagogical skills gained from sociological theories and philosophical schools of thought in facilitating learning.
3. Adhere to legal provisions on the rights of the learner in education to promote their care, safety and security in and out of school for effective learning.
4. Collaborate with agents of socialization in education to support their role in promoting values and communal responsibility among learners.
5. Model and nurture instructional, technological, social skills attitudes and values to respond effectively to socio-economic and environmental challenges affecting education.

**SUMMARY OF TIME ALLOCATION**

| STRAND | SUBSTRAND | TIME (HOURS) |
|---|---|---|
| 1.0 OVERVIEW OF SOCIOLOGY AND PHILOSOPHY OF EDUCATION | 1.1 Concepts in Sociology and Philosophy of Education | 1 hour |
| | 1. 2 Education as a Process and as a System | 1 hour |
| 2.0 PHILOSOPHICAL FRAMEWORKS AND SOCIOLOGICAL THEORIES IN EDUCATION | 2.1 Philosophical Frameworks in Education | 2 hours |
| | 2.2 Western and Eastern Education Philosophies | 2 hours |
| | 2.3 African philosophies of education | 2 hours |
| | 2.4 Sociological Theories of Education | 2 hours |
| 3.0 CHILD RIGHTS IN EDUCATION | 3.1 UN Convention on the Rights of the child | 1 hour |
| | 3.2 African Charter on the Rights and Welfare of the Child | 1 hour |
| | 3.3 National Laws | 2 hours |
| 4.0 AGENTS OF SOCIALISATION IN EDUCATION | 4.1 Family | 3 hours |
| | 4.2 Peer group | 2 hours |
| | 4.3 Community | 1 hour |
| 4.0 AGENTS OF SOCIALISATION IN EDUCATION | 4.4 Religious organisations | 1 hour |
| | 4.5 Media | 1 hour |
| | 4.6 The school | 2 hours |
| 5.0 SOCIO-ECONOMIC AND ENVIRONMENTAL ISSUES IN EDUCATION | 5.1 Social issues in Education | 2 hours |
| | 5.2 Socio-Economic issues in Education | 2 hours |
| | 5.3 Environmental issues in Education | 2 hours |
| | | **30 hours** |

**STRAND 1.0 OVERVIEW OF SOCIOLOGY AND PHILOSOPHY OF EDUCATION**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **1.0 OVERVIEW OF PHILOSOPHY AND SOCIOLOGY OF EDUCATION** | **1.1. Concepts in Philosophy and Sociology of Education**<br><br>**(1 hour)** | By the end of sub strand the teacher trainee should be able to:<br>a) evaluate sociological concepts in a learning situation,<br>b) analyse philosophical concepts in a learning situation,<br>c) distinguish the dimensions of education in relation to learning at school,<br>d) acknowledge the importance of sociology and philosophy of education to a teacher. | Teacher trainee to:<br>• brainstorm on the meaning of Sociology and Philosophy of Education,<br>• read on the aims and functions of Sociology and philosophy of education, write a report and make presentations,<br>• discuss the philosophical and sociological definitions of education,<br>• search for information from the internet and other sources on the dimensions of education (*formal, informal, non-formal, cognitive, normative, dialogical and creative*), distinguish between them and share the findings,<br>• debate on the importance of Philosophy and Sociology of | How does the study of Sociology and Philosophy of Education benefit a teacher? |

| | | | Education to a teacher and the learning process. | |
|---|---|---|---|---|

**Core Competencies to be developed:**

- **Communication and collaboration:** Enhance their skills in communication, team building and problem solving as the teacher trainee participates in discussions on the sociological and philosophical definitions of education.
- **Digital literacy:** Sourcing for information using digital devices as the teacher trainee searches for information from the internet and other sources on the dimensions of education

**Values:**

**Respect:** As the teacher trainee accommodates other's opinions as they debate on the importance of Sociology and Philosophy of Education to a teacher and the learning process.

| Suggested Formative Assessment Rubrics | | | | |
|---|---|---|---|---|
| Level \ Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to evaluate sociological concepts in a learning situation. | Evaluates sociological concepts in a learning situation giving relevant examples. | Evaluates sociological concepts in a learning situation. | Evaluates some sociological concepts in a learning situation. | Evaluates sociological concepts in a learning situation with minimal details. |
| Ability to analyse philosophical concepts in a learning situation | Analyses philosophical concepts in a learning situation with all relevant details. | Analyses philosophical concepts in a learning situation | Analyses some philosophical concepts in a learning situation | Analyses philosophical concepts in a learning situation with minimal details. |
| Ability to distinguish the dimensions of education. | Distinguishes the dimensions of education with all relevant details. | Distinguishes the dimensions of education. | Distinguishes of the dimensions of education with some relevant details.. | Distinguishes with minimal deatails the dimensions of education. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions) |
|---|---|---|---|---|
| **1.0 OVERVIEW OF SOCIOLOGY AND PHILOSOPHY OF EDUCATION** | **1.2 Education as a Process and as a System**<br><br>**(1 hour)** | By the end of sub strand the teacher trainee should be able to:<br>a) distinguish education as a process and as a system in school,<br>b) analyse the concept of education as a process and as a system in Kenya,<br>c) acknowledge the importance of education as a process and as a system in learning. | Teacher trainee to:<br>• search for information from the internet and other sources on the concept of education as a process and as a system,<br>• debate on the differences between education as a process and as a system,<br>• discuss the education system in Kenya and critique the school as a social organization. Make reports and share findings,<br>• write and present a paper on education as a process of socialization and enculturation. | How is education a process and a system? |

**Core Competencies to be developed:**
- **Critical thinking and problem solving**: Use logic and evidence to arrive at solutions as the teacher trainee debates on the differences between education as a process and as a system.
- **Self-efficacy:** Reflect confidence in the ability to exert control over their social environment as the teacher trainee writes and presents a paper on education as a process of socialization and enculturation.

**Values:**
**Unity:** As the teacher trainees discuss education as a system in Kenya.

| Suggested Formative Assessment Rubrics | | | | |
|---|---|---|---|---|
| Level Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to distinguish education as a process and as a system. | Distinguishes education as a process and as a system with a high degree of clarity. | Distinguishes education as a process and as a system with clarity. | Distinguishes education as a process and as a system with some clarity. | Distinguishes education as a process and as a system vaguely. |
| Ability to analyse the concept of education as a process and as a system. | Analyses critically the concept of education as a process and as a system. | Analyses the concept of education as a process and as a system. | Analyses the concept of education as a process and as a system partially. | Analyses the concept of education as process and as a system superficially. |

**STRAND 2.0 PHILOSOPHICAL FRAMEWORKS AND SOCIOLOGICAL THEORIES IN EDUCATION**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **2.0 PHILOSOPHICAL FRAMEWORKS AND SOCIOLOGICAL THEORIES IN EDUCATION** | **2.1 Philosophical Frameworks in Education** <br><br> **(2 hours)** | By the end of the sub strand, the teacher trainee should be able to: <br> a) evaluate the different philosophical frameworks applied to education, <br> b) critique the contributions of philosophical frameworks and philosophical schools of thought to learning, <br> c) interpret learning experiences in the curriculum based on the | Teacher trainee to: <br> • brainstorm to identify the philosophical frameworks in education, <br> • search for information from various sources and discuss the philosophical frameworks (*logic, epistemology, axiology and metaphysics*) and their implication to learning, <br> • discuss the philosophical schools of thought (*idealism, realism, existentialism, pragmatism, perennialism, constructivism and progressivism)* and their implication to learning. Make presentation on the findings, <br> • review learning experiences in the basic education curriculum design and discuss how the different philosophical | How does Philosophy of Education enable a teacher to prepare for successful learning experiences? |

| | | philosophical frameworks, <br> d) recognise different philosophies and how they influence education and learning. | frameworks shape the learning experiences, <br> • carry out a lesson observation and determine the application of the ideas of different philosophical schools of thought in learning. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
- **Communication and collaboration:** Enhance their skills in communication, team building and problem solving as the teacher trainee discusses the philosophical schools of thought and their implication to learning.
- **Pedagogical Content Knowledge (PCK):** Demonstrates knowledge of Basic Education Curriculum Framework (BECF) as the teacher trainee review learning experiences in the basic education curriculum design and discuss how the different philosophical frameworks shape the learning experiences.

**Values**:
**Responsibility**: As the teacher trainee carries out a lesson observation and determines the application of the ideas of different philosophical schools of thought in learning.

**Suggested Formative Assessment Rubrics**

| Level <br> Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to evaluate the different philosophical frameworks applied to education. | Evaluates all the different philosophical frameworks applied to education giving relevant examples. | Evaluates all the different philosophical frameworks applied to education. | Evaluates some of the philosophical frameworks applied to education. | Evaluates some of the philosophical frameworks applied to education with many errors. |

| Ability to critique the contributions of philosophical frameworks and philosophical schools of thought to learning. | Ably critiques the contributions of philosophical frameworks and philosophical schools of thought to learning with examples. | Ably critiques the contributions of philosophical frameworks and philosophical schools of thought to learning. | Ably critiques some contributions of philosophical frameworks and philosophical schools of thought to learning. | Critiques some contributions of philosophical frameworks and philosophical schools of thought to learning with few details. |
|---|---|---|---|---|
| Ability to interpret learning experiences in the curriculum based on the philosophical frameworks. | Interprets interpret learning experiences in the curriculum based on the philosophical frameworks with high degree of clarity. | Interprets learning experiences in the curriculum based on the philosophical frameworks with clarity. | Interprets learning experiences in the curriculum based on the philosophical frameworks with some clarity. | Interprets learning experiences in the curriculum based on the philosophical frameworks vaguely. |

| Strand | Sub strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **2.0 PHILOSOPHICAL FRAMEWORKS AND SOCIOLOGICAL THEORIES IN EDUCATION** | **2.2. Western and Eastern Education Philosophies**<br><br>**(2 hours)** | By the end of the sub strand, the teacher trainee should be able to:<br>a) examine Western and Eastern philosophies of education,<br>b) evaluate the influence of Western and Eastern philosophies of education on education in Kenya,<br>c) apply relevant aspects of Western and Eastern philosophies of education to promote learning,<br>d) appreciate the influence of Western and Eastern philosophies to the learning process. | Teacher trainee to:<br>• brainstorm on the Western and Eastern philosophical ideologies of education,<br>• search for information from the internet and other sources and write a paper on the western and eastern philosophical ideologies of education (*Socrates – inductive learning, Plato – Education for all, Jean Jacques Rousseau – education for the whole person, Johann Pestalozzi –Head, Heart and Hands, John Dewey – Pragmatism, experientialism, participatory and functional learning, Gautama Buddha, Mahatma Gandhi, Confucius among others*) | How do Western and Eastern philosophies of Education influence education in Kenya? |

| | | | and their influence to education and share findings, <br> • plan and facilitate a lesson applying relevant aspects of western and eastern philosophies. | |
|---|---|---|---|---|

**Core Competencies to be developed**:

- **Critical thinking and problem solving:** Use logic and evidence to arrive at solutions as the teacher trainee searches for information from the internet and other sources and writes a paper on the western and eastern philosophical ideologies of education.
- **Learning to learn and reflective practice:** Develop reflective skills in teaching and learning as the teacher plans and facilitates a lesson applying relevant aspects of western and eastern philosophies.

**Value**:

**Responsibility:** As the teacher trainee searches for information from the internet and other sources and writes a paper on the western and eastern philosophical ideologies of education.

| Suggested Formative Assessment Rubrics | | | | |
|---|---|---|---|---|
| Level<br>Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| Ability to examine Western and Eastern philosophies of education. | Examines Western and Eastern philosophies of education with relevant examples | Examines Western and Eastern philosophies of education. | Examines some Western and Eastern philosophies of education. | Hardly examines Western and Eastern philosophies of education. |
| Ability to evaluate the influence of Western and Eastern philosophies of education on education in Kenya. | Evaluates the influence of all Western and Eastern philosophies of education on education in Kenya giving relevant examples. | Evaluates the influence of all Western and Eastern philosophies of education on education in Kenya | Evaluates the influences of a few Western and Eastern philosophies of education on education in Kenya | Evaluates the influence of few Western and Eastern philosophies of education on education in Kenya with minimal details. |
| Ability to apply relevant aspects of western and Eastern philosophies of education in learning. | Proficiently applies relevant aspects of western and eastern philosophies of education in learning. | Applies relevant aspects of western and eastern philosophies of education in learning. | Fairly proficient in applying relevant aspects of western and eastern philosophies of education in learning. | Ineffectively applies some relevant aspects of western and eastern philosophies of education in learning. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| 2.0 PHILOSOPHICAL FRAMEWORKS AND SOCIOLOGICAL THEORIES IN EDUCATION | 2.3 African Philosophies of Education<br><br>(2 hours) | By the end of the sub strand, the teacher trainee should be able to:<br>a) assess different African philosophies of education,<br>b) examine the influence of African philosophies on education,<br>c) evaluate key features of African philosophies of education that can be integrated to enhance learning,<br>d) model values stipulated in the African philosophies when facilitating learning. | Teacher trainee to:<br>• brainstorm on African philosophies that influence education,<br>• search for and read information from the internet and other sources on the African philosophies of education *(Harambee philosophy-Jomo Kenyatta, African Socialism sessional paper no. 10 of 1965, Nyayo philosophy of education for peace, love and unity – Daniel Moi, Ujamaa philosophy of self-reliance- Julius Nyerere, philosophy of common man's charter-Milton Obote among others)* and their influence on education,<br>• discuss key features of African philosophies of education that can be | How have African philosophies of education influenced the development of education in Kenya? |

| | | | integrated to enhance education, <br>• organise peer teaching sessions to model values stipulated in the African philosophies. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
- **Digital literacy skills**: Access the internet, find, manage and edit digital information as the teacher trainee searches for and reads information from the internet on the African philosophies of education.
- **Learning to learn and reflective practice:** Develop reflective skills in teaching and learning **a**s the teacher trainee organises peer teaching sessions to model values highlighted in the African philosophies of education.

**Value:**
**Love:** As the teacher trainees assist each other model values highlighted in the African philosophies during instruction.

**Suggested Formative Assessment Rubrics**

| Level / Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to assess different African philosophies of education. | Assesses African philosophies of education with a high degree of clarity. | Assesses African philosophies of education with clarity. | Assesses some African philosophies of education with some clarity. | Assesses African philosophies of education incomprehensibly. |
| Ability to examine the influence of African philosophies on education. | Examines the influence of African philosophies on education elaborately. | Examines the influence of African philosophies on education. | Examines the influence of some African philosophies on education. | Examines the influence of some African philosophies on education superficially. |
| Ability to evaluate key features of African philosophies of education that can be integrated to enhance learning. | Evaluates key features of African philosophies of education that can be integrated to enhance learning comprehensively. | Evaluates key features of African philosophies of education that can be integrated to enhance learning. | Evaluates key features of African philosophies of education that can be integrated to enhance learning with some details. | Evaluates key features of African philosophies of education that can be integrated to enhance learning with minimal details. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **2.0 PHILOSOPHICAL FRAMEWORKS AND SOCIOLOGICAL THEORIES IN EDUCATION** | **2.4 Sociological Theories and Education**<br><br>**(2 hours)** | By the end of the sub strand, the teacher trainee should be able to:<br>a) explore sociological theories applied to education,<br>b) distinguish the sociological theories based on their implication to education,<br>c) examine sociological theories and their influence on the learning process,<br>d) apply concepts of sociological theories to promote learning,<br>e) acknowledge the contribution of sociological theories to education. | Teacher trainee to:<br>• discuss the meaning and purpose of sociological theories of education,<br>• read on the sociological theories (*connectivism, critical theory, functionalist theory, interaction theory, social learning theory, among others*) and their implication to education, write a report and share,<br>• make a presentation on the influence of sociological theories on education systems and the learning process,<br>• interact with teachers in the community for guidance on how to apply concepts of | What are the implications of sociological theories to education practices in Kenya? |

14

| | | | sociological theories in learning. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
- **Communication and collaboration:** Access a broad range of professional learning opportunities as the teacher trainee collaborates with teachers in the community for guidance on how to apply concepts of sociological theories in learning.
- **Self-efficacy:** Control over self and social environment as the teacher trainee makes a presentation on the influence of sociological theories on education systems and the learning process.

**Values**:
- **Respect:** As the teacher trainee discusses the meaning and purpose of sociological theories of education.
- **Responsibility:** As the teacher trainee collaborates with teachers in the community for guidance on how to apply concepts of sociological theories in learning.

**Suggested Formative Assessment Rubrics**

| Level / Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to explore sociological theories applied to education. | Explores sociological theories applied to education adequately and insightfully. | Explores sociological theories applied to education. | Explores some sociological theories applied to education. | Explores some sociological theories applied to education insufficiently. |
| Ability to distinguish the sociological theories based on their implication to education | Distinguishes the sociological theories based on their implication to education with a high degree of clarity. | Distinguishes sociological theories based on their implication to education with clarity. | Distinguishes sociological theories based on their implication to education with some clarity. | Distinguishes sociological theories based on their implication to education with many unclear details. |
| Ability to examine sociological theories and their influence on the learning process . | Examines sociological theories and their influence on the learning process comprehensively. | Examines sociological theories and their influence on the learning process | Examines some sociological theories and their influence on the learning process | Examines some sociological theories and their influence on the learning process superficially. |
| Ability to apply concepts of sociological theories to promote learning. | Creatively applies concepts of sociological theories to promote learning innovatively. | Applies concepts of sociological theories to promote learning. | Applies concepts of sociological theories to promote learning with some proficiency | Applies some concepts of sociological theories to promote learning with minimal proficiency. |

**STRAND 3.0 CHILD RIGHTS IN EDUCATION**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **3.0 CHILD RIGHTS IN EDUCATION** | **3.1 United Nations (UN) Convention on the Rights of the Child**<br><br>**(1 hour)** | By the end of the sub strand the teacher trainee should be able to:<br>a) evaluate the UN Convention on the Rights of the Child in relation to practices in schools,<br>b) apply the rights of the Child in school.<br>c) recognize the importance of the UN Convention on the Rights of the Child in education. | Teacher trainee to:<br>• search for information from the internet and other sources, read and write a paper on the UN Convention on the Rights of the Child in relation to practices in schools,<br>• discuss the United Nations (UN) charter on the declaration of human rights Article 26,<br>• watch video clips on application of child rights in school,<br>• prepare communication messages to sensitize members of the schools and community on the rights of the child. | How are the rights of the child in education secured by the united Nations Convention on the Rights of the Child? |
| **Core Competencies to be developed:**<br>**Creativity and innovation:** Apply new ideas and make connections to generate solutions in a challenging world as the teacher trainee prepares communication messages to sensitize members of the school community on the rights of the child. | | | | |
| **Values:**<br>**Responsibility:** As the teacher trainee sensitizes members of the school community on the rights of the child. | | | | |

**Suggested Formative Assessment Rubrics**

| Level Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to evaluate the UN Convention on the Rights of the Child in relation to practice in school. | Evaluates the UN Convention on the Rights of the Child in relation to practice in school comprehensively. | Evaluates the UN Convention on the Rights of the Child in relation to practice in school. | Evaluates the UN Convention on the Rights of the Child in relation to practice in school with some details. | Evaluates the UN Convention on the Rights of the Child in relation to practice in school minimal details. |
| Ability to apply the rights of the Child in school. | Applies the rights of the Child in school effectively. | Applies the rights of the Child in school | Applies some of the rights of the Child in school. | Less effective in applying the Rights of the Child in school. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|--------|-----------|---------------------------|-------------------------------|--------------------------------|
| **3.0 CHILD RIGHTS IN EDUCATION** | **3.2 African Charter on the Rights and Welfare of the Child**<br><br>**(1 hour)** | By the end of the sub strand the teacher trainee should be able to:<br>a) interpret the African Charter on the Rights of the Child in relation to practices in school,<br>b) apply the provisions in the African Charter on the Rights of the Child in school,<br>c) appreciate the rights of the child in education | Teacher trainee to:<br>• search for information on the internet and other sources on the African Charter on the Rights of the Child and discuss the findings,<br>• interrogate the laws and policies on rights of the child with the help of a resource person,<br>• discuss the link between the African Charter on the Rights of the Child in relation to practices in school,<br>• visit the children's department to find out how they enforce the rights of the child in learning institutions,<br>• discuss the role of the teacher in promoting the rights of the child in school including children with special needs. | How are the rights of the child in education safeguarded by the African charter? |
| **Core Competencies to be developed:** ||||||
| • **Digital literacy skills:** Access the internet, find, manage and edit digital information as the teacher trainee searches for information from the internet on the African Charter on the Rights of the Child. ||||||

| | | | | |
|---|---|---|---|---|
| • **Citizenship and leadership:** Initiates and sustains teacher – parent and school – community dialogues effectively  as the teacher trainee visits the children's department to find out how the rights of the child in learning institutions are enforced. | | | | |
| **Value:** | | | | |
| **Patriotism:** As the teacher trainee visits the children's department to find out how the rights of the child in learning institutions are enforced. | | | | |

**Suggested Formative Assessment Rubrics**

| Level<br>Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to interpret the African charter on the rights of the child in relation to practices in schools. | Interprets the African charter on the Rights of the Child in relation to practices in schools comprehensively. | Interprets the African Charter on the Rights of the Child in relation to practices in schools. | Interprets the African Charter on the Rights of the Child in relation to practice in schools with some details. | Inadequately interprets some of the rights of the child in the African charter in relation to practices in schools with minimal details. |
| Ability to apply the provisions in the African Charter on the Rights of the Child in school. | Consistently applies the provision of the African Charter on the Rights of the Child in school. | Applies the provisions of the African Charter on the Rights of the Child in school. | Occasionally applies the provisions of the African Charter on the Rights of the Child in school. | Rarely applies the provisions of the African Charter on the Rights of the Child in school. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **3.0 CHILD RIGHTS IN EDUCATION** | **3.3 National Laws** <br><br> **(2 hours)** | By the end of the sub strand the teacher trainee should be able to: <br> a) examine the rights and responsibilities of the child as stipulated in the Constitution of Kenya, <br> b) explore the Children's Act and the Basic Education Act on the rights and responsibilities of the child, <br> c) Share information on the rights and welfare of children with disability in school, <br> d) uphold legal provisions on the rights and responsibilities of the child in school. | Teacher trainee to; <br> • read and discuss the rights and responsibilities of the child as spelt out in the Constitution of Kenya, <br> • search for information from the internet and other sources on the aspects of child rights in the Basic Education Act and the Children's Act relating to education. Write a paper and share, <br> • Research and share information on the rights and welfare of children with disability in school, <br> • create social media platforms to discuss and share information on child rights in education. | How do schools uphold the rights of learners? |
| **Core Competencies to be developed:** <br> **Digital literacy:** Join in communications and engage with an online information and communication network as the teacher trainees create social media platforms to discuss and share information on child rights in education. | | | | |

| Values: |
| :--- |
| • **Social justice:** As the teacher trainee shares information on child rights in education on social media platforms. |
| • **Patriotism** as the teacher trainees read and discuss the rights and responsibilities of the child as spelt out in the Constitution of Kenya. |

**Suggested Formative Assessment Rubrics**

| Level Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| --- | --- | --- | --- | --- |
| Ability to examine the rights and responsibilities of the child as stipulated in the Constitution of Kenya. | Examines the rights and responsibilities of the child as stipulated in the Constitution of Kenya critically. | Examines the rights and responsibilities of the child as stipulated in the Constitution of Kenya. | Examining the rights and responsibilities of the child as stipulated in the Constitution of Kenya with some detail. | Examines some rights and responsibilities of the child as stipulated in the Constitution of Kenya with many errors. |
| Ability to explore the Children's Act and the Basic Education Act, on the rights and responsibilities of the child. | Extensively explores the Children's Act and the Basic Education Act, on the rights and responsibilities of the child. | Explores the Children's Act and the Basic Education Act, on the rights and responsibilities of the child. | To some extent explores the Children's Act and the Basic Education Act, on the rights and responsibilities of the child. | Narrowly explores the Children's Act and the Basic Education Act, on the rights and responsibilities of the child. |
| Ability to share information on the rights and welfare of children with disability in school. | Shares information on the rights and welfare of children with disability in school effectively . | Shares information on the rights and welfare of children with disability in school. | Shares some information on the rights and welfare of children with disability in school. | Shares very little information on the rights and welfare of children with disability in school . |

| Ability to uphold legal provisions on the rights and responsibilities of the child in school. | Consistently upholds legal provisions on the rights and responsibilities of the child in school | Upholds  the legal provisions on the rights and responsibilities of the child in school | Occasionally upholds the legal provisions on the rights and responsibilities of the child in school | Rarely upholds legal provisions on the rights and responsibilities of the child in school |
|---|---|---|---|---|

**STRAND 4.0 AGENTS OF SOCIALISATION IN EDUCATION**

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|--------|-----------|---------------------------|-------------------------------|-------------------------------|
| **4.0 AGENTS OF SOCIALISATION IN EDUCATION** | **4.1 Family**<br><br>**(3 hours)** | By the end of sub strand, the teacher trainee should be able to:<br>a) critique the varied family structures in the Kenyan society and their influence on the socialization of children,<br>b) analyse the role of the family as an agent of socialisation,<br>c) evaluate the influence of modern parenting practices on the socialisation of children,<br>d) examine the socialization of children with disability in the family,<br>e) implement strategies to support the role of the parent in socialising the learner to optimise learning opportunities,<br>f) acknowledge the role of the family as an agent of socialisation. | Teacher trainee to:<br>• brainstorm on the varied family structures in the Kenyan society and their influence on the socialisation of children,<br>• conduct interviews in the community on roles of the family in socialising and imparting values in children and report findings,<br>• conduct research to establish how modern parenting practices influence the socialisation of children. Write a report and share,<br>• discuss ways the family can effectively socialise children with disability, | How does a family impart values in an children? |

24

| | | | • discuss ways the school can support parents' efforts of imparting values and instilling discipline to optimise learning. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
**Communication and collaboration**: Enhance their skills in communication, team building and problem solving as the teacher trainees discuss ways of supporting the role of the parent in socializing the child, imparting values and providing quality education.

**Values:**
- **Peace:** As the teacher trainee conduct interviews in the community on roles of the family in socialising and imparting values among children
- **Responsibility:** As the teacher trainee conduct interviews in the community on roles of the family in socialising and imparting values among children and reports findings.

**Suggested Formative Assessment Rubrics**

| Level <br> Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to critique the varied family structures in the Kenyan society and their influence on the socialisation of children. | Critiques the varied family structures in the Kenyan society and their influence on the socialisation of children with clear illustrations. | Critiques the varied family structures in the Kenyan society and their influence on the socialisation of children. | Critiques some family structures in the Kenyan society and their influence on the socialisation of a children. | Critiques the few family structures in the Kenyan society and their influence on the socialisation of children with minimal details. |

| Ability to analyse the role of the family as an agent of socialisation. | Analyses the role of the family as an agent of socialisation critically. | Analyses the role of the family as an agent of socialisation. | Analyses the role of the family as an agent of socialisation with few details. | Analyses the role of the family as an agent of socialisation vaguely. |
|---|---|---|---|---|
| Ability to evaluate the influence of modern parenting practices on the socialisation of children. | Evaluates the influence of modern parenting practices on the socialisation of children broadly. | Evaluates the influence of modern parenting practices on the socialisation of children. | Evaluates the influence of modern parenting practices on the socialisation of children to some extent. | Evaluates the influence of modern parenting practices on the socialisation of children narrowly. |
| Ability to examine the socialization of children with disability in the family. | Comprehensively examines the socialization of children with disability in the family. | Examines the socialization of children with disability in the family. | Partly examines the socialization of children with disability in the family. | Inadequately examines the socialization of children with disability in the family. |
| Ability to implement strategies to support the role of the parent in socialising the learner to maximise learning opportunities | Effectively implements strategies to support the role of the parent in socialising the learner to maximise learning opportunities | Implements strategies to support the role of the parent in socialising the learner to maximise learning opportunities | Fairly effective in implementing strategies to support the role of the parent in socialising the learner to maximise learning opportunities | Ineffectively implements strategies to support the role of the parent in socialising the learner to maximise learning opportunities |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **4.0. AGENTS OF SOCIALISATION IN EDUCATION** | **4.2 Peer Group** **(2 hours)** | By the end of sub strand, the teacher trainee should be able to: a) assess how the peer group promotes socialisation in a learning environment, b) conduct research on the influence of peer group on the socialisation of learners, c) explore the impact of youth culture on socialisation and learning, d) acknowledge the role played by the peer group as an agent of socialisation. | Teacher trainee to: • brainstorm on the meaning of the peer group as an agent of socialisation • search for information from the internet and other sources on how the peer group promotes socialisation in a learning environment • carry out research on the influence of the peer group on an individual's academic achievement, personality, attitudes, social norms and behaviour, write a report and share the findings • read and discuss how youth culture impacts socialisation and learning. • role play the influence of peer group on learning. | 1. How does the peer group influence learning? 2. How do peers act as positive agents of socialisation? |

| | | | • visit a school and guide learners on how to cope with peer group influences. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
- **Digital literacy skills:** Accesses the internet, finds, manages and edits digital information as the teacher trainee searches for information from the internet on how peer group as an agent of socialization promotes socialization in the learning environment.
- **Communication and Collaboration**: Communicates with learners as the teacher trainee visits a school and guide learners on how to cope with peer group influences.

**Values:**
**Integrity**: As the teacher trainee visits a learning institution and guide learners on how to cope with peer group influences.

**Suggested Formative Assessment Rubrics**

| Level<br><br>Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to assess how the peer group promotes socialization in a learning environment | Assesses how the peer group promotes socialization in a learning environment comprehensively. | Assesses how the peer group promotes socialization in a learning environment | Assesses how the peer group promotes socialization in a learning environment partially. | Assesses how the peer group promotes socialization in a learning environment superficially. |
| Ability to conduct research on the influence of peer group on the socialization of school learners. | Conducts extensive research on the influence of peer group on the socialization of learners. | Conducts research on the influence of peer group on the socialization of learners. | Conducts research on the influence of peer group on the socialization of learners partly. | Hardly conducts research on the influence of peer group on the socialization of learners. |

| Ability to explore the impact of youth culture on socialisation and learning. . | Broadly explores the impact of youth culture on socialisation and learning. . | Explores the impact of youth culture on socialisation and learning. . | Partly explores the impact of youth culture on socialisation and learning. | Narrowly explores the impact of youth culture on socialisation and learning. |
|---|---|---|---|---|

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **4.0 AGENTS OF SOCIALIZATION IN EDUCATION** | **4.3 Community** <br><br> **(1 hour)** | By the end of sub strand, the teacher trainee should be able to: <br> a) evaluate the role played by the community as an agent of socialisation, <br> b) investigate how the community promotes acquisition of values among school learners, <br> c) participate in community activities that promote learning, <br> d) formulate strategies to support child rearing and socialization in the school and the community, <br> e) appreciate the community as a socialising agent. | Teacher trainee to: <br> • brainstorm on the community as an agent of socialisation <br> • discuss how the community influences learning in school. <br> • search for information from various sources to find out how the community promotes values among school learners. <br> • read on the role played by the community as an agent of socialisation and present a report. <br> • participate in community activities that promote learning. <br> • Discuss strategies to support child rearing and socialization in the school and the community | How does the community as a socialising agent influence learning? |

| | | | • Discuss ways children with disability are socialised by the community. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
**Citizenship and leadership:** Acknowledges intercultural sensitivity and respect as the teacher trainee participates in community activities that promote learning

**Values:**
**Patriotism:** As the teacher trainees participate in community activities that promote learning.

**Suggested Formative Assessment Rubrics**

| Level　　　　　　　Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to evaluate the role played by the community as an agent of socialisation. | Critically evaluates the role played by the community as an agent of socialisation. | Evaluates the role played by the community as an agent of socialisation | Fairly critical in evaluating the role played by the community as an agent of socialisation. | Less critical in evaluating the role played by the community as an agent of socialisation. |
| Ability to investigate how the community promotes acquisition of values among learners. | Investigates how the community promotes acquisition of values among learners comprehensively. | Investigates how the community promotes acquisition of values among learners. | Investigates how the community promotes acquisition of values among learners partly. | Investigates how the community promotes acquisition of values among learners superficially. |
| Ability to participate in community activities that promote learning. | Participates in community activities that promote learning always. | Participates in community activities that promote learning. | Participates in community activities that promote learning occasionally. | Rarely participates in community activities that promote learning. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **4.0 AGENTS OF SOCIALISATION IN EDUCATION** | **4.4. Religious Organisations** **( 1 hour)** | By the end of sub strand, the teacher trainee should be able to: <br> a) explore the functions of religious organisations in promoting acquisition of values among learners, <br> b) analyse the socialisation role played by religious organisations in education, <br> c) participate in educational activities organised by religious organizations in the community, <br> d) acknowledge the role of religious organisations in education. | Teacher trainee to; <br> • discuss the role of religious organisations in socialising learners, <br> • read on ways that religious organisations promote value-based education and present a report, <br> • hold discussions on how religious organisations have influenced learning, <br> • participate in educational activities organised by religious organizations that promote socialisation among learners *(pastoral programs, educational days, music and drama events, games and sports activity days)*, <br> • search and watch video clips showing the role of religious organisations in promoting value-based education. | How does a religious organisation socialise a learner? |

| Core Competencies to be developed: |
| --- |
| **Self efficacy**: Reflect confidence in the ability to exert control over their social environment as the teacher trainee presents a report on ways religious organisations promote value-based education. |
| **Values:** |
| **Patriotism and love:** As the teacher trainees participate in educational activities organised by religious organisations in the community. |

**Suggested Formative Assessment Rubrics**

| Level / Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
| --- | --- | --- | --- | --- |
| Ability to explore the functions of religious organisations in promoting acquisition of values among learners | Extensively explores the functions of religious organisations in promoting acquisition of values among learners and gives relevant examples. | Explores the functions of religious organisations in promoting acquisition of values among learners | Partially explores functions of religious organisations in promoting acquisition of values among learners | Narrowly explores functions of religious organisations in promoting acquisition of values among learners |
| Ability to analyse the socialisation role played by religious organisations in education | Comprehensively analyses the role played by religious organisations in education. | Analyses the role played by religious organisations in education | Partly analyses the role played by religious organisations in education | Barely analyses the role played by religious organisations in education |

| Ability to participate in educational activities organised by religious organizations in the community | Consistently participates in educational activities organised by religious organizations in the community | Participates in educational activities organised by religious organisations in the community | Occasionally participates in educational activities organised by religious organisations in the community | Seldom participates in educational activities organised by religious organisations in the community |
|---|---|---|---|---|

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **4.0 AGENTS OF SOCIALISATION IN EDUCATION** | **4.5 Media**<br><br>( 1 hour) | By the end of sub strand, the teacher trainee should be able to:<br>a) examine the influence of mainstream media and social media on the socialisation of learners,<br>b) evaluate the influence of media on learning,<br>c) observe integrity when using media for learning and instruction,<br>d) express willingness to utilise media in learning. | Teacher trainee to:<br>• discuss the differences between mainstream media and social media,<br>• debate on the influence of mainstream media and social media on the socialisation of learners,<br>• read on how media influences learning, write a report and share the findings,<br>• read and share media reports and articles that promote values and good socialization practices among learners,<br>• discuss moral issues linked to the use of media resources such as the internet,<br>• suggest precautionary measures that should be observed when interacting with media. | How does media as an agent of socialisation influence learning? |

| Core Competency to be developed: |
|---|
| **Critical thinking and problem solving:** Use logic and evidence to arrive at solutions as the teacher trainee debates on the influence of mainstream media and social media on the socialisation of learners |
| **Values:** |
| **Integrity:** As the teacher trainees discuss moral issues related to media use. |


**Suggested Formative Assessment Rubrics**

| Level〳Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to examine the influence of mainstream media and social media on the socialisation of learners. | Sufficiently examines the influence of mainstream media and social media on the socialisation of learners. | Examines the influence of mainstream media and social media on the socialisation of learners. | Moderately examines the influence of mainstream media and social media on the socialisation of learners. | Narrowly examines the influence of mainstream media and social media on the socialisation of learners. |
| Ability to evaluate the influence of media on learning. | Evaluates the influence of media on learning with a high degree of clarity. | Evaluates the influence of media on learning with clarity. | Evaluates the influence of media on learning with some clarity. | Evaluates the influence of media on learning imprecisely. |
| Ability to observe integrity when using media in learning. | Observes integrity when using media in learning and instruction consistently. | Observes integrity when using media in learning and instruction. | Observes integrity when using media in learning occasionally. | Observes integrity when using media in learning rarely. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Key Inquiry Questions | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **4.0 AGENTS OF SOCIALISATION IN EDUCATION** | **4.6 The School** <br><br> ( **2 hours)** | By the end of sub strand, the teacher trainee should be able to: <br> a) evaluate the role of the school as an agent of socialisation, <br> b) examine ways the school promotes social integration of learners, <br> c) develop suitable activities to facilitate socialisation of learners in school, <br> d) appreciate the role of the school in socialising the learners. | Teacher trainee to: <br> • brainstorm on the role of the school as an agent of socialisation, <br> • gather information from various sources and discuss how socialisation in the school impacts learning, <br> • discuss and make presentations on ways the school promotes social integration of learners, <br> • Discuss appropriate child socialization skills to promote learning in and out of school, <br> • plan and facilitate activities in the school that promote the socialisation of learners. | Why is the school considered an agent of socialisation? |

| Core Competencies to be developed: |
|---|
| • **Communication and collaboration**: Enhance their skills in communication, team building and problem solving as the teacher trainees discuss ways the school promotes social integration of learners. |
| • **Self-efficacy:** Reflect confidence in the ability to exert control over own social environment as the teacher trainee makes presentations on ways the school promotes social integration of learners. |
| **Value:** |
| **Responsibility:** As the teacher trainees organise activities in the school that facilitate socialisation of learners. |

**Suggested Formative Assessment Rubrics**

| Level / Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to evaluate the role of the school as an agent of socialisation. | Evaluates the role of the school as an agent of socialisation Exhaustively. | Evaluates the role of the school as an agent of socialisation. | Evaluates the role of the school as an agent of socialisation with some details. | Evaluates the role of the school as an agent of socialisation with sketchy details. |
| Ability to examine ways the school promotes social integration of learners. | Examines ways the school promotes social integration of learners adequately. | Examines ways the school promotes social integration of learners. | Examines ways the school promotes social integration of learners moderately. | Examines ways the school promotes social integration of learners inadequately. |
| Ability to develop suitable activities to facilitate socialisation of learners in school | Develops suitable activities to facilitate socialisation of learners in school expertly. | Develops suitable activities to facilitate socialisation of learners in school | Develops suitable activities to facilitate socialisation of learners in school with moderate proficiency. | Develops suitable activities to facilitate socialisation of learners in school with minimal proficiency. |

## 5.0 SOCIO-ECONOMIC AND ENVIRONMENTAL ISSUES IN EDUCATION

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **5.0 SOCIO-ECONOMIC AND ENVIRONMENTAL ISSUES IN EDUCATION** | **5.1 Social issues in Education**<br><br>**( 2 hours)** | By the end of the sub strand, the teacher trainee should be able to:<br>a) evaluate impact of health issues on education<br>b) explore impact of social stratification on education<br>c) assess impact of gender, culture and ethnic issues on education<br>d) examine the impact of disability on learning.<br>e) employ relevant strategies to respond to social issues in education. | Teacher trainee to:<br>• discuss and write a report on the impact of health issues on education.<br>• debate on how social stratification influences education.<br>• Discuss effects of social mobility on education.<br>• read on gender issues in education and make a power point presentation.<br>• watch video clips showing how cultural and ethnic issues impact learning.<br>• discuss with a resource person on cultural and ethnic issues that impact learning.<br>• Discuss ways of alleviating the challenges faced by learners with disability in school. | How should a teacher respond to social issues affecting learning? |

| | | f) show willingness to respond to social issues in education. | • prepare and make presentations on relevant strategies that can be used to respond to social issues that affect learning<br>• plan and facilitate a discourse on social issues impacting learning. | |
|---|---|---|---|---|
| **Core Competencies to be developed:**<br>**Creativity and innovation:** Apply new ideas and make connections to generate solutions in a challenging world as the teacher trainee plans and facilitates a discourse on social issues impacting learning. ||||| 
| **Value:**<br>**Unity:** As the teacher trainee discusses health issues and how they impact education and write a report. ||||| 

## Suggested Formative Assessment Rubrics

| Level<br>Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to evaluate the impact of health issues on education | Evaluates impact of health issues on education adequately. | Evaluates impact of health issues on education | Evaluates impact of health issues on education partially. | Evaluates how health issues impact education superficially. |
| Ability to explore impact of social stratification on education. | Explores impact of social stratification on education extensively. | Explores impact of social stratification on education. | Explores impact of social stratification on education Partly. | Explores impact of social stratification on education narrowly. |
| Ability to assess impact of gender, culture and ethnic issues on education | Assesses impact of gender, culture and ethnic issues on education objectively. | Assesses impact of gender, culture and ethnic issues on education | Assesses impact of gender, culture and ethnic issues on | Assesses impact of gender, culture and ethnic issues on education subjectively. |

| | | | education with moderate objectivity. | |
|---|---|---|---|---|
| Ability to examine the impact of disability on learning. | Examines the impact of disability on learning comprehensively. | Examines the impact of disability on learning. | Examines the impact of disability on learning partially. | Examines the impact of disability on learning narrowly. |
| Ability to employ relevant strategies to respond to social issues in education. | Employs relevant strategies to respond to social issues in education competently. | Employs relevant strategies to respond to social issues in education. | Employs some relevant strategies to respond to social issues in education with minimal proficiency. | Employs relevant strategies to respond to social issues in education ineffectively. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **5.0 SOCIO-ECONOMIC AND ENVIRONMENTAL ISSUES IN EDUCATION** | **5.2 Socio-Economic Issues in Education**<br><br>**(2 hours)** | By the end of the sub strand, the teacher trainee should be able to:<br>a) evaluate socio-economic issues and their impact on education.<br>b) use relevant strategies to minimise wastage in education<br>c) share information on socio-economic issues in education with teachers and parents in the community.<br>d) show willingness to adopt intervention measures that will reduce the impact of social economic issues on learning. | Teacher trainee to:<br>• discuss social economic issues and how they impact education.<br>• write and present a paper on the effects of corruption on education.<br>• search for information on the causes of school dropouts, write a report and share the findings<br>• brainstorm on strategies to minimise wastage in education.<br>• investigate the effects of betting on education and share information through social media with teachers and parents in the community.<br>• discuss the effects of unemployment on education. | How do socio-economic issues impact education? |

| | | | • engage peers in formulating and implementing strategies that minimise wastage in education. | |
|---|---|---|---|---|

**Core Competencies to be developed:**
- **Digital Literacy skills:** Access the internet, find, manage and edit digital information as the teacher trainees search for information on the causes of school dropouts, write a report and share the findings.
- **Creativity and innovation:**   Enhance creativity to generate new ideas, to respond to the emerging issues in modern society as teacher trainees engage peers in formulating and implementing strategies that minimise wastage in education.
- **Citizenship and Leadership:** Initiates and sustains teacher – parent and school – community dialogues. As the teacher trainee effectively investigates the effects of betting on education and share information through social media with teachers and parents in the community.

**Values:**
- **Social injustice:** As the teacher trainee engages peers in formulating and implementing strategies that minimise wastage in education.
- I**ntegrity:** As the teacher trainee investigate the effects of betting on education and share information through social media with teachers and parents in the community.

**Suggested Formative Assessment Rubrics**

| Level<br>Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to evaluate socio-economic issues and their impact on education. | Evaluates socio-economic issues and their impact on education comprehensively. | Evaluates socio-economic issues and their impact to education. | Evaluates socio-economic issues and their impact to education partially. | evaluates some socio-economic issues and their impact to education vaguely. |

43

| Ability to use relevant strategies to minimise wastage in education. | Uses relevant strategies to minimise wastage in education proficiently. | Uses relevant strategies to minimise wastage in education. | Uses relevant strategies to minimise wastage in education with moderate competency. | Attempts to use some relevant strategies to minimise wastage in education. |
|---|---|---|---|---|
| Ability to share information with teachers and parents in the community on how betting affects education. | Shares information with teachers and parents in the community on how betting affects education effectively. | Shares information with teachers and parents in the community on how betting affects education. | Fairly effective in sharing information with teachers and parents in the community on how betting affects education. | Has many challenges sharing information with teachers and parents in the community on how betting affects education. |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Questions |
|---|---|---|---|---|
| **5.0 SOCIO-ECONOMIC AND ENVIRONMENTAL ISSUES IN EDUCATION** | **5.3 Environmental Issues in Education**<br><br>**(2 hours)** | By the end of the sub strand the teacher trainee should be able to:<br>a) examine impact of the environment on education<br>b) investigate environmental challenges that affect education in the community.<br>c) take part in environmental conservation activities in the community.<br>d) acknowledge the need to provide a suitable learning environment for learners. | Teacher trainee to:<br>• brainstorm on the impact of the environment on education.<br>• hold discussion forums with a resource person on the impact of climate change on education<br>• search, download and watch video clips on the impact of climate change on education.<br>• survey the community and identify environmental challenges that may affect learning and share the findings.<br>• discuss the effect of inappropriate school waste management on learning.<br>• discuss strategies that a teacher may use to | How do environmental issues impact learning? |

45

| | | | respond to environmental issues affecting learning.<br>• take part in environmental conservation activities in the community. | |
|---|---|---|---|---|

**Core Competency to be developed:**
**Citizenship and Leadership:** Interact successfully and respectfully with others and take responsible action toward sustainability and collective well-being as teacher trainee takes part in environmental conservation activities in the community.

**Link to Values:**
• **Patriotism:** As the teacher trainee takes part in environmental conservation activities in the community.
• **Unity and Peace:** As the teacher trainee holds discussion forums with a resource person on how climate change impacts education.

**Suggested Formative Assessment Rubrics**

| Level<br>Indicator | Exceeds expectation | Meets expectation | Approaches expectation | Below expectation |
|---|---|---|---|---|
| Ability to examine impact of the environment on education. | Examines impact of the environment on education comprehensively | Examines impact of the environment on education | Examines impacts of the environment on education Partially | Examines impact of the environment on education narrowly |
| Ability to investigate environmental challenges that affect education. | Investigates environmental challenges that affect education exhaustively. | Investigates environmental challenges that affect education. | Investigates environmental challenges that affect education partly. | Investigates some environmental challenges that affect education partly with many difficulties. |

46

| Ability to take part in environmental conservation activities in the community. | Takes part in environmental conservation activities in the community regularly. | Takes part in environmental conservation activities in the community. | Takes part in environmental conservation activities in the community occasionally. | Rarely takes part in some environmental conservation activities in the community. |
|---|---|---|---|---|