



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

Competency Based Curriculum Teacher Training For 21ST Century Skills

PRESENTED AT THE EDUCATION EVIDENCE FOR ACTION CONFERENCE
HELD AT MAANZONI ON THE 28TH NOVEMBER 2019

PRESENTED BY LUCY OGOL, PhD

RATIONALE

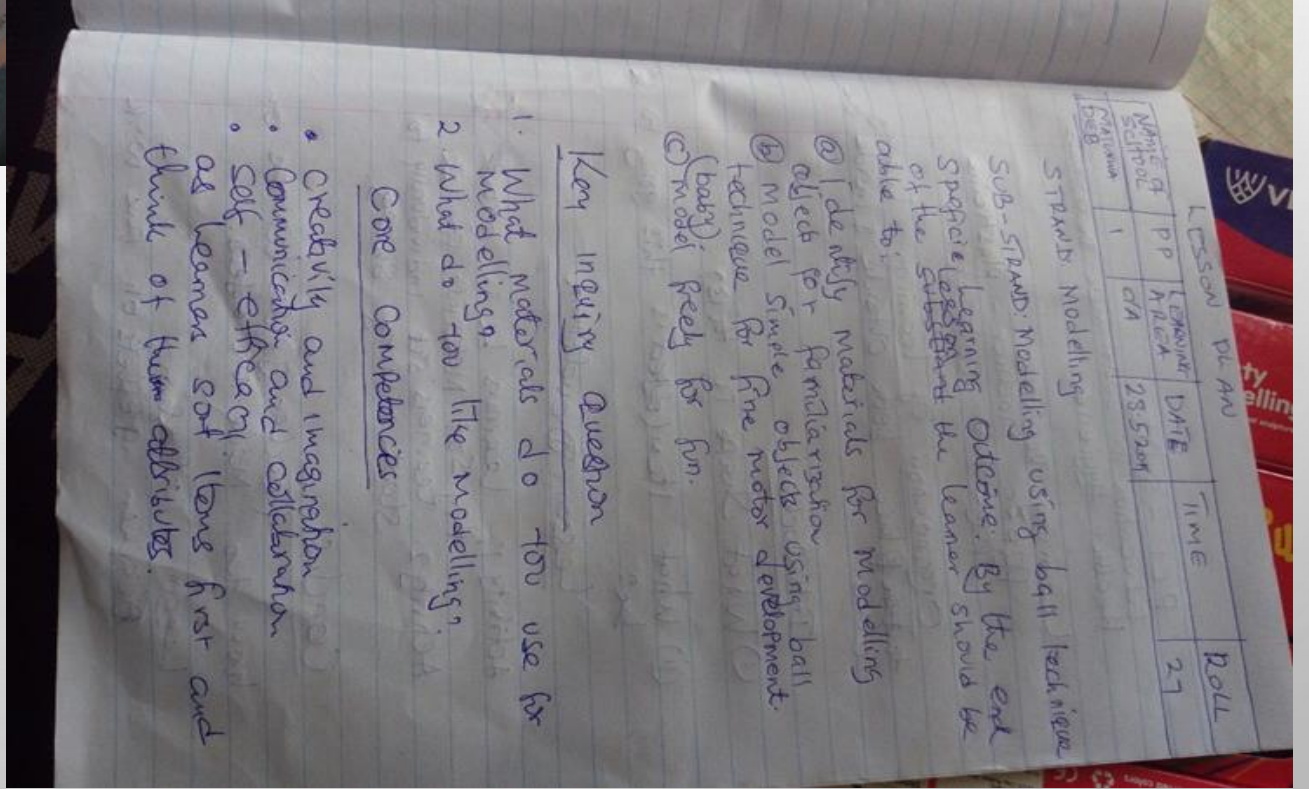
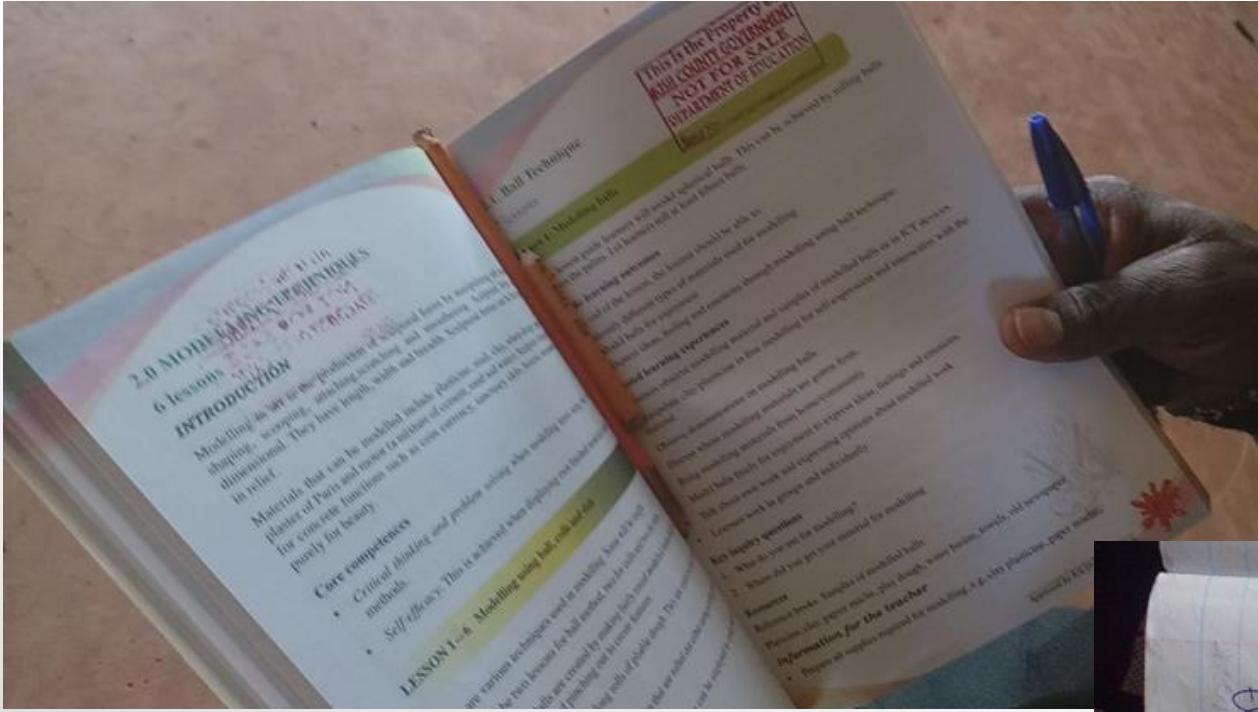
- Summative Evaluation Of The 8-4-4 System Of Education, 2009
- Constitution Of Kenya, 2010
- Kenya Vision 2030
- Task Force Report Chaired By Professor Odhiambo, 2012
- KICD Needs Assessment Survey 2016
- Concept Paper and Curriculum Reform Policy 2018

RATIONALE

- Sessional Paper No 2019
- **East African Community Protocol**
- **CESA AGENDA 2063**
- UNESCO IBE - Review **every 5 years**
- **Sustainable Development Goal No 4 (Ensuring Quality Education)**
- 21ST Learning (Skills and Approaches)
- National Curriculum Reform Conference 2019



Teaching from the textbook







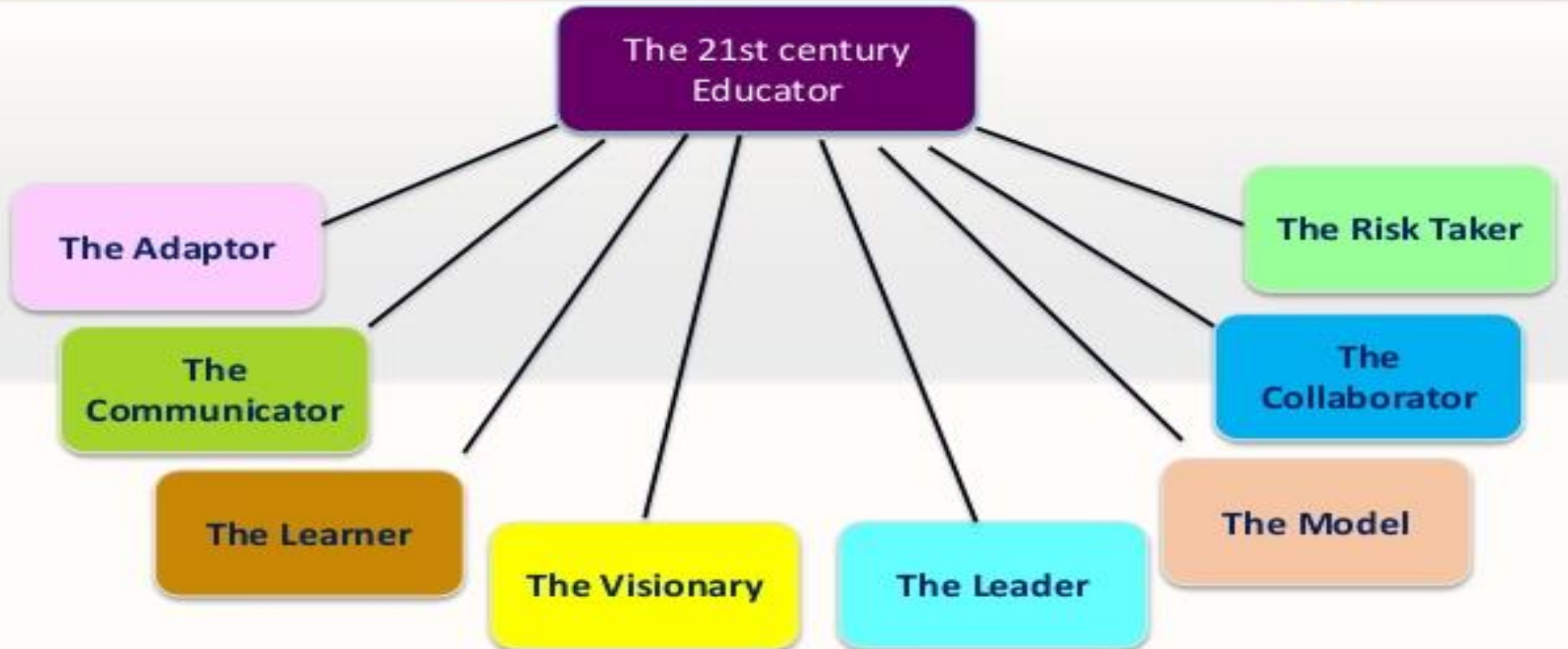




The 21st C Learner is . . .



Characteristics 21st Century Educator



PROPOSED VISION

THE VISION OF TEACHER EDUCATION IS TO DEVELOP A “**PROFESSIONAL, REFLECTIVE AND ETHICAL TEACHER**”.

Teacher professionalism is not negotiable. Just as we would never want unqualified surgeons operating on our children, we do not want our young people to be taught by unqualified teachers

PROPOSED MISSION

THE MISSION OF TEACHER EDUCATION CURRICULUM IS TO DEVELOP **A COMPETENT TEACHER COMMITTED TO NURTURING EVERY LEARNER'S POTENTIAL.**

*Teachers are the **professional leaders of learning** in their classrooms and in their schools. Teaching practice must be **evidence based and student focussed**. Teachers must have access to **continuous professional learning and development throughout their careers** and must be involved in developing teacher as well as education policy more broadly.*

NB. All highly successful educational systems rely on the experience and expertise of teachers to shape teacher and education policies.

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equality and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitude towards other nations
8. Promote positive attitude towards good health and environmental protection

PROPOSED PILLARS FOR TEACHER EDUCATION

Values

- Love
- Responsibility
- Respect
- Unity
- Peace
- Patriotism
- Social justice
- Integrity

Guiding Principles

- Mentorship
- Innovation
- Active learning
- Teamwork

Theories of TE

- Behaviourist theory
- Constructivist theory
- Socio-cultural theory
- Social Constructivist Theory
- Reflection theory

PROPOSED DIPLOMAS IN TEACHER EDUCATION

Diploma in Early Childhood Teacher Education
([DECDTE](#))

Diploma in Primary Teacher Education ([DPTTE](#))

Diploma in Secondary Teacher Education ([DSTE](#))

Diploma in Technical Teacher Education ([DTTE](#))

Diploma in Special Needs Teacher Education
([DSNE](#))

Proposed Professional Courses ECDE

- Foundations in Education
 - History of Education
 - Sociology of Education
 - Comparative Education
- Educational psychology (with Emphasis on Early Childhood Development)
- Educational Leadership,
- Curriculum Studies
- Inclusive education
- Value Based Education
- Pertinent and Contemporary Issues (Life Skills, Health issues & Social -Economic issues)
- Pastoral Programme Instruction (PPI)

Pedagogical Courses in ECDTE

- **Competency Based Teaching and Learning**
- General and Learning area specific Theories of Teaching and Learning
- General and Learning area Specific Approaches, Methods and Techniques
- Communication Skills
- Community Service Learning (CSL)
- Educational Assessment (Assessment as, for & of Learning)
- Development and Utilization of Educational Resources
- Micro- Teaching
- ICT Integration
- Action research (learners to carry out a project)

Proposed Content consistent with Learning areas in BECF

- Mathematical Activities
- English
- Kiswahili
- Language Activities
- Environmental Activities
- Psychomotor and Creative Activities
- Religious Activities (CRE, HRE, IRE)

NB: All teachers taking Diploma in ECDTE will take ALL the Pre –Primary level Learning areas

Practicum

Two school Terms

- Mentorship
- Collaborative practice
- Professional documentation
- Practice of Teaching
- Journaling,
- Project Writing,
- Action Research,
- Observations
- Supervision on various aspects such as values, professional ethics,
- Assessment

PROPOSED GENERAL LEARNING OUTCOMES FOR TE

- **Acquire knowledge, skills and values** necessary for day to day interactions with learners
- Apply **professional skills and values** in the teaching in and out of class to safeguard the dignity of the teaching profession.
- Demonstrate ability to **communicate and collaborate** effectively with learners, peers
- Acquire adequate mastery of **content of the integrated learning areas and pedagogy** to address the needs at the targeted level of learners
- Appreciate the Kenya **quality teaching standards** in all educational endeavors to maintain high quality and professionalism in education.
- Demonstrate ability to **diagnose and develop effective solution to problems in the process**

PROPOSED LEARNING OUTCOMES CONTD.

- Demonstrate ability to identify and nurture learners **potential and talents** for placement and onward transition to the world of work
- Demonstrate a sense **of citizenship and patriotism both at national and international level to inspire learners to national and global citizenship for harmonious coexistence.**
- Appreciate the principles **of inclusivity and environmental impact** in the teaching and learning process to maximize productivity and safeguard a better tomorrow
- Integrate **ICT** to influence **innovation and creativity** in various fields and the society.
- Demonstrate ability to respond effectively to **pertinent and contemporary issues** in their day to day life and future changes

PROPOSED REQUIREMENTS FOR DIPLOMA IN TEACHER EDUCATION

ENTRY REQUIREMENTS

- **Primary Teacher Education (DPTE): C PLAIN** in the Kenya Certificate Of Secondary Education (KCSE) or its equivalent
- **Secondary Teacher Education (DSTE): C PLUS (+)** in KCSE or its equivalent. Additionally **C+** in the teaching subjects.
- **Candidates WITH Special Needs : C MINUS (-)** in KCSE OR equivalent for the respective diplomas.
- **Special Needs Education Teacher Education:** practicing teachers with certificate in PTE

PROPOSED TRAINING DURATION

- 3 YEARS FOR GRADUATES OF 8-4-4
- 2 YEARS FOR GRADUATES OF 2-6-3-3

NB. The intake will be next year 2020

NB. Plans are underway to train all the unemployed teachers on the CBC.

KEY CONCERNS OF THE AREAS CO-CREATION FOR THE **STANDARDS** FOR TEACHER EDUCATION

Three Categories Or Domains Are Noted:

- • Knowledge And Understanding
- • Practice (Pedagogy)
- • Teaching Relations (Professional Relationships)

These Are Informed By Taxonomies Present In Existing
Frameworks and Education for Sustainable Development

First Domain	Three Key Standards
I. Teaching Knowledge and Understanding	1. How students learn , and the particular learning, social, and development needs of their student (STEM. STEAM,STREAM?)
Practising teachers know and understand	2. The content and related methodologies of the subject matter or content being taught (instructional materials)
	3. Core research and analytical methods that apply in teaching, including with regard to student assessment (experiential learning)

Second Domain	Four Key Standards
II. Teaching Practice	4. Planning and preparation to meet the learning objectives held for students
<i>Teachers' practice consistently demonstrates</i>	5. An appropriate range of teaching activities that reflect and align with both the nature of the subject content being taught, and the learning, support, and development needs of the students
	6. Organisation and facilitation of students' activities so that students are able to participate constructively , in a safe and cooperative manner
	7. Assessment and analysis of student learning that informs the further preparation for, and implementation of required teaching and learning activity (Use of ICT etc)

Third Domain

Three Standards

III. Teaching Relations

Teachers' professional relations include active participation in

8. **Cooperative and collaborative** professional processes that contribute to **collegial development, and support** student learning and development

9. Communications with **parents, caregivers, and members of the community**, as appropriate, to support the **learning objectives** of students, including **formal and informal reporting**

10. **Continuous professional development** to maintain **currency** of their professional knowledge and practice

THANK YOU!