

**SPECIAL
POINTS OF
INTEREST:**

- **Teacher Qualifications and requirements**
- **Some of the professional documents that a CBC teacher should have.**
- **Why teachers MUST be continuously trained to effectively and efficiently implement CBC in your school.**

**INSIDE
THIS ISSUE:**

- Breaking sub-strand down** 2
- Schemes & Lesson Plans** 2
- Record of Work** 2
- Assessments & Reports** 3
- ICT integration in CBC** 3
- P.E. and Sports Policy** 3
- Get CBC Support** 4

The CBC School

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What Great CBC Schools are doing

Every CBC school believes that it has got it right. Well, that could be true or far from it. Great CBC schools can only be identified NOT by examination results as used to happen with 8.4.4 but by some other key factors considering that ranking of schools is over with.

How does your school endear itself to parents? How do you attract more clients to enroll in your school? To help address these questions, let us look at some of the things every great CBC school is doing.

Firstly, the schools are investing in qualified and committed teachers. To be qualified means that they are trained and have mastery of the subjects they teach. They are creative and open to learning NEW teaching approaches such as the Inquiry Based Approach used

in CBC. Besides being registered with the TSC, these teachers are continuously learning aspects of CBC implementation voluntarily.

Secondly, these schools have invest-



ITPD Trainees show-off certificates awarded after training.

ed in continuous teacher professional development programmes and support. These programmes tremendously increased teachers' per-

formance and effectiveness in CBC. Thirdly, these schools have focused on infrastructural development investing in sports fields, swimming pools, games equipment, textbooks, etc. Expansion plans to

include Junior and Senior Secondary levels are on top of their to-do list. They have ensured that they put up some good structures, if not state-of-the-art.

Last, but not least, is the fact that no CBC can be said to be great without involving and engaging parents. Most parents are apprehensive and dissatisfied with the implementation of CBC. These schools have seized this opportunity to demonstrate that they understand how to effectively and efficiently implement CBC. They invite CBC experts to talk to parents during parent meetings

Qualifications of a CBC Teacher

These great CBC schools know that teachers should have the following qualifications and certifications: KNEC Certificate in Early Childhood Education (ECDE), and Primary Teacher Education (PTE). They have encouraged ALL certificate holders to UPGRADE to Diploma in Early Childhood Teacher Education (DECTE) and Diploma in Primary Teacher Education (DPTE) respectively as

required by TSC before they can RENEW their TSC registration. (see Upgrade details at www.itpd.ac.ke)

Other qualifications include Diploma in Early Childhood Education (ECDE), Diploma in Teacher Education (DTE), Bachelor's degree in Education (B.Ed), or B.Sc degree with a post-graduate diploma in education.

These schools have sent their teacher to take Teacher Professional Development (TPD) courses offered by TSC since 2021 to comply with the new teaching regulations.

These Schools understand that a CBC teacher CANNOT be effective and efficient without thorough CBC training and support that should be continuous.

Breaking Sub-strands into lessons



Trainees during a training workshop

In CBC training, we talk about Curriculum Design interpretation. It is critical for a teacher to understand all the sections of the curriculum design and their use. The curriculum designs serve as the blueprint for the implementation of CBC.

Most teachers have been trained on how to interpret these designs. However, we have noticed over the period of CBC training and school support, that a huge number of teachers have NOT been shown how to break the

sub-strands into teachable units. Without learning this technique, it is very difficult for teachers to develop an effective scheme of work.

What happens is that most teachers copy and paste the content of the curriculum design into the scheme of work. For example, if a sub-strand in Grade One Mathematics on whole numbers has 20 lessons, teachers indicate (lessons 1-20) on the scheme of work without breaking the

sub-strand into 20 separate lessons that teach different concepts in whole numbers.

Learning how to break the various sub-strands into teachable lessons, considering the time allocated in each lesson from PPI to Grade 9, is the single-most important technique that teachers can learn before they can develop highly effective schemes of work. This technique makes teachers enjoy and appreciate scheming.

“To be an excellent CBC teacher, you MUST be continuously trained”

Schemes & Daily Lesson Plans

We always recommend that scheming and planning should be collaboratively done. It is impossible to come up with a great scheme of work (SoW) as an individual.

Subject teachers, therefore, should develop their subject SoW as a team. For example, Math teachers should develop Math SoW for Grades 1-3,

Grades 4-6, and Grades 7-9. This way, they understand what is taught in Math at all levels, which creates a great connection of various concepts their learners have learned or need to learn going forward.

Collaborative scheming enables subject teachers to share the ideas and experiences they have gained over time. They know what works and doesn't.

It creates healthy discussions on the best way to facilitate the learning of the subject in the classroom.

When teachers work as a team, the urge to download SoW from the internet diminishes. Once great SoW has been developed, teachers can now develop with ease, the daily lesson plans. Lesson planning is enjoyable with great SoW.

The Record of Work

A record of work is one of the FIVE professional documents that a CBC teacher should keep.

The record of work shows what the teacher has covered at the end of the day.

If you had seven lessons on Monday, then each of the subjects you facilitated should be recorded here. Each subject or learning area has a separate record of work that should be filled in at the end of the day.

This document is usually ignored although it plays an important role in establishing

what the teacher and the learners have covered so far in the event the teacher is moved to another class, transferred, or stops working in your school. The next teacher who takes over the subject can pick up from where the other one stopped hence a smooth transition.

A Certificate is always a great way to show skill acquisition



THE CBC SCHOOL

Learner Assessment & Progress Reports



In CBC, there are more than TEN ways of assessing learners' achievements. Written tests (common in 8.4.4) are one of them though NOT the main assessment method.

Great trainers make great teachers

Most schools still use written tests as the only assessment method in CBC. With the appropriate training and practice, teachers can deploy more methods including the use of portfolios. Teachers MUST be familiar with Assessment FOR learning, Assessment AS learning, and Assessment OF learning. (these three types) Assessment of learning can be car-

ried out during a class lesson, end of the term, or year. At the end of each sub-strand, there is an assessment rubric that forms the basis for learners' progress records and reports prepared continuously at the end of each sub-strand per subject for each learner. Teachers must be trained on how to prepare great learners' progress reports with meaningful comments that parents can understand. The school MUST also keep a backup record of all learners for future reference.

“As a CBC teacher, you MUST be conversant with a variety of ICT tools you can use during lesson delivery”

ICT Integration and Resources in CBC

Each sub-strand in PPI all the way to grade 6 has an ICT-integrated lesson. Teachers MUST ensure that they prepare for these ICT-integrated lessons. Only well-trained and equipped teachers can effectively do this. ICT integration is a learned skill that requires teachers to do research ahead of the lesson (during scheming), especially when the

learners are supposed to watch a video or play a game using digital devices.

The identified videos and games can be downloaded or stored for use during the ICT-integrated lesson as they form part of the learning resources. For that lesson From grade 7 to grade 12, the lesson delivery should be done through ICT. This means that

teachers in these grades need training in the use of ICT for lesson delivery.

The curriculum designs indicate the suggested learning resources for each sub-strand either within the sub-strand or at the end of the design. The teacher is allowed to improvise relevant learning and teaching resources.

Physical Education and Sports in CBC

Physical Education is compulsory in all learning levels in CBC starting from PPI to Grade 12.

According to the *Physical Education and Sport Policy, 2021* by the Ministry of Education, every school should establish a P.E. and Sport Committee as detailed on pages 41 and 42 of the policy guidelines which states that: Institutional-

based committee will be established and chaired by the head teacher while the secretary will be the focal teacher. The committee will comprise NOT more than seven (7) members including:

1. Headteacher/Principal
2. Teacher in charge of games/focal teacher
3. Guidance and Counseling teacher.

4. Teacher in charge of health matters
5. Parent representative.

The policy clearly stated the role of the committee.



Training and learning should always be enjoyable



THE
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Raising Teachers Achievement

The Institute of Teachers Professional Development (ITPD) was established by an NGO in 2012 and subsequently registered as a teacher training college with MoE in 2013. At the moment ITPD was offering KNEC Proficiency, Certificate, and Diploma in ECDE.

Many teachers from different schools both in BNC and then 8.4.4. benefited from our school-based/holiday (in-service) model that enabled them to study conveniently while still working and have been registered with TSC (see our alumni at <https://www.itpd.ac.ke/about-us/>)

For more information about the institute contact The Training Manager using the contact details on the left. You can also visit the ITPD website.

Be part of our CBC School Support Programme

Quality teachers are the single greatest determinant of learners' achievement. Teachers' education, ability, and experience account for more variation in learners' achievement than all other factors.

Therefore, it is extremely important that teachers be well-prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers. The Institute of Teachers Professional Development (ITPD) courses, online and onsite training programs, and workshops serve this very purpose.

Some of the schools that ITPD supports in CBC implementation include:

1. High Peak Junior Academy, Naivasha
2. Pearl Hearts School, Loresho & Lower Kabete Campuses
3. Brookhaven Academy, Karen
4. Elyss School, Kikuyu
5. Jadamy School, Ruai
6. North Riara Ridge School, Limuru
7. Koinonia Education Center, Mai Mahiu
8. Pinecrest Academy, Juja
9. Muungano Academy, Samburu-Kwale County.
10. Mt. Longonot School, Naivasha
11. Mainflow School, Ngong
12. Tangara School, Ruiru
13. Sayari School, Ruiru
14. Summer Rock School, Ruai
15. Eastland Nobility School, Kario-bangi South
16. St. Michel Jean School, Dagoretti South
17. Zeki Playhouse, Ruaka among others



Continuous teacher professional development is critical in CBC