

PRESS RELEASE

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## **TEACHERS ORIENTATION AS NATIONAL PILOTING ON NEW CURRICULUM**

More than 160,000 teachers participating in the ongoing national piloting of the new curriculum stand to benefit from another phase of induction, to hone their skills.

The countrywide exercise targets teachers handling Early Years Education (EYE)-Pre-primary 1, 2 and grade 1-3- teachers, ahead of roll out of the Competence Based Curriculum (CBC), next year.

“The teachers were trained last year but, once or twice is never enough. We shall be available to ensure the curriculum reforms are well appreciated by all the teachers,” the Kenya Institute of Curriculum Development (KICD) Director, Dr Julius Jwan said on Tuesday, in Nairobi.

This month’s training is important as it will provide an opportunity for the teachers to share feedback on their experiences while interacting with the curriculum designs during the first term.

“This important exercise is teacher centred. The teachers will compare notes about the beauty of this curriculum and challenge the trainers on areas they feel need to improve to make the process more learner centred,” Dr Jwan explained.

Master of trainers who are the first group of facilitators, and the Trainer of Trainers (ToTs) have been briefed on the key areas that they need to focus on, before schools open for second term.

The induction will reinforce on the methodology for delivering quality education under the CBC and the importance of utilizing teachers who were part of last year’s pilot programme, to guide the rest.

“We insist on proper interpretation of the curriculum designs for learners who can follow the regular curriculum and those under the special needs education,” Dr Jwan said.

Those teachers who started earlier during piloting that was conducted last year in few schools can help those who came on board this year, for the national pilot that is targeting all the 28,000 primary schools.

“Such peer mentorship and support is like learners discussing what the teacher taught, on their own. It helps the ideas to settle well as you identify the grey areas that need further explanations,” Dr Jwan said.

The Institute in collaboration with other relevant partners in education, he added, has developed a facilitators’ manual to guide the sessions and ensure teachers appreciate the curriculum reforms.

“The response so far is exciting. This exercise coupled with mentorship during teaching will continue as it constitutes a core aspect of the curriculum reforms. If we say, we wait longer to improve the quality education, I am convinced we shall just be going round in circles,” Dr Jwan said.

The trainers are carefully selected to ensure only those that understand what the CBC is all about at the national and county governments, are given the go-ahead to align the teachers to the new curriculum.

Besides officers from KICD, other trainers are from TSC, Kenya Institute of Special Education (KISE), Kenya Education Management Institute (KEMI), and the Centre for Mathematics, Science and Technology Education in Africa (CEMASTEIA).

The CEO said the curriculum for Early Childhood Development Education (ECDE) provides that learners be taught in a uniform manner across the country as opposed to the current situation where some schools burden the children with lessons beyond their scope.

The Basic Education Curriculum Framework (BECF) provides that learners will qualify for pre-primary 1 admission when they are four years old, unlike the current situation where they enroll for schools at three years.

Learners below four years should be at home for parental care and love until they are enrolled in Pre-Primary 1, though parents can take them to day care centres where they will be supervised to just play, eat and sleep as they wait for parents to return them home.

“We want children to remain children. We don’t want them to be small adults. Don’t introduce them to reading numbers and letters at this level,” Dr Jwan said.

Last year, County directors of education in charge of the ECDE met KICD representatives, to strategize on how best the teachers who handle learners at the foundation level can be trained.

“We recognize that ECDE is a devolved function. A good foundation is a great investment for any learner and we are collaborating with the devolved units to seal all the gaps that can disadvantage the learner,” Dr Jwan said.

**Additional notes on rationale:**

The curriculum reforms are based on a needs assessment report that recommended that the country needed a review of the education system to reflect the needs of the 21<sup>st</sup> century.

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