UNIT 1
Introduction to Curriculum Management

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Introduction

- Welcome to unit one of the module on leadership in curriculum delivery.
- In this unit we will look at :
  - the concept of curriculum, curriculum reforms in Kenya since Independence,
  - Basic Education Curriculum Framework (BECF),
  - components of curriculum,
  - professional tools or documents and
  - Pertinent and Contemporary Issues (PCIs) in curriculum implementation and management

Learning outcomes

Upon completion of this Unit, , you will be able to:

a) Discuss the concept of curriculum
b) Demonstrate an understanding of curriculum reforms in Kenya since Independence
c) Demonstrate understanding of the Basic Education Curriculum Framework (BECF)
d) Discuss the components of curriculum
e) Develop professional documents
f) Discuss Pertinent and Contemporary Issues (PCIs) in curriculum implementation and management.

Concept of Curriculum

- According to Mckimm (2003) curricula usually defines the learning that is expected to take place during a course or programme of study in terms of knowledge, skills, and attitudes; and specify the main teaching, learning and assessment methods and also provide an indication of the learning resources required to support the effective delivery of the course.
- According to the Kenya Institute of Curriculum Development (KICD) Act of 2013, curriculum is all planned learning programs that facilitate formal, non-formal and informal learning.

Terms Commonly used in Curriculum management.

Curriculum framework:

- An overarching document that contains:
- The national statements of vision, economic development and education policy in a curriculum context; broad aims and objectives of the curriculum at the various stages of schooling; educational philosophy underlying the curriculum and approaches to teaching, learning and assessment that are fundamental to that philosophy; curriculum structure, its subjects or learning areas and the rationale for the inclusion of each in the curriculum; time allocation for various subjects and/or learning areas in each grade or stage; guidelines to subject curricula developers, teacher trainers and textbook writers; and requirements for curriculum implementation, monitoring and evaluation.

Competence-based curriculum:

- This is a curriculum that emphasizes the complex outcomes of a learning process (i.e., knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content.
- In principle such a curriculum is learner-centred and adaptive to the changing needs of students, teachers and society.

Competency-based Education and Training (CBET):

- An approach to vocational education and training in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within a kind of national qualifications framework operates outside the formal education system. Non-formal curriculum emphasizes practical skills and targets particular population groups.

Formal curriculum:

- This is a curriculum in which there are deliberately organized, planned and written processes in a formally organized learning institution such as a school with organized structures such as classrooms.

Non-formal curriculum:

- This refers to any organized, planned and written learning activities that take place alongside the formal curriculum.
- The non-formal curriculum may be less structured and usually supports the formal curriculum. For example; games, sports clubs and activities.

Informal curriculum:

- This is the curriculum that constitutes a lifelong process in which people learn from every day experiences which are not necessarily planned or organized.
- This can come from the implementers of curriculum, the teachers, the politicians, the society, social economic environments, religious groups, families and media.
- This curriculum is also referred to as a hidden curriculum. It takes place anytime, anywhere, consciously or unconsciously.
- It includes the absorption of culture, mannerism, perceptions, communication, resolution of conflicts and even attitudes.

Curriculum Reforms in Kenya since Independen

Report of the Kenya Education Commission (The Ominde Report, 1964):

- This report sought to reform the education system inherited from the colonial government to make it more responsive to the needs of independent Kenya.
- The Commission proposed an education system that would foster national unity and the creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development. It had the following recommendations:

1) Abolishing segregation of schools along racial levies.
2) Establishment of a standardized national curriculum.
3) Recommended the management of public primary schools by local authorities.
4) The Ominde Report led to the adoption of 7-4-2-3 system of Education in 1964.

Report of the National Committee on Educational Objectives and Policies (The Gachathi Report, 1976):

- This report focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, economic, social and cultural aspirations of the people of Kenya.
- It resulted in Government support for 'Harambee' schools and also led to establishment of the National Centre for Early Childhood Education (NACECE) at the Kenya Institute of Curriculum Development (KICD).
- Highlights of the report included:

1) Emphasized on practical oriented subjects
2) Introduction of the 9-4-2-3 system of education.
3) Promotion of teachers based on merit
4) Training teachers in guidance and counseling.

Report of the Presidential Working Party on the Second University in Kenya (The Mackay Report, 1981):

- This report led to the removal of the Advanced Level (A-Level) of secondary education, and the expansion of other post -secondary training institutions.
- In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 system of education and the Commission for Higher Education (CHE).
- The reported recommended:

1) Restructuring of the education system from 7-4-2-3 to 8-4-4
2) Diversified school curriculum with emphasis on pre-vocational and technical skills.
3) Establishment of a second national university that would lay emphasis on technology.

Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (The Kamunge Report, 1988):

- This report focused on improving education financing, quality and relevance.
- This was at a time when the Government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and therefore adversely affected the quality of teaching and learning.
- From the recommendations of the Working Party in 1988, the Government produced Sessional Paper No 6 on Education and Training for the Next Decade and Beyond.
- This led to the policy of cost sharing between government, parents and communities.

Report of the Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000):

- This report was mandated to recommend ways and means of enabling the education to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances.
- The Koech Report recommended Totally Integrated Quality Education and Training (TIQET).
- While the Government did not adopt the Report due to the cost implications some recommendations, such as curriculum rationalization have been adopted and implemented.

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Basic Education Curriculum Framework (BECF), 2017

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- This is referred to as the blue print for Competency Based Curriculum, (CBC)
- The CBC reforms were Informed by:
  - Summative Evaluation of 8.4.4 system of education (2009)
  - Constitution of Kenya, 2010
  - Odhiambo Task Force Report on The Re-alignment of The Education Sector to Vision 2030 and Constitution 2010(2012)
  - Kenya Vision 2030
  - National Needs Assessment Survey (2016)
  - Global trends
  - Re-alignment To EAC Curriculum Harmonization Framework
  - Sessional Paper No. 1 of 2019

Let us look at each of the above factors.

Constitution of Kenya (2010)

- Article 53 (1) (b) states; “Every child has a right to free and compulsory basic education”
- Article 10; National Values and Principles of Governance
- Chapters 6; Leadership and Integrity which calls for the needs for inculcating values in learners
- Promoting Kiswahili (national and official language) and English as an official language.
- Emphasise on teaching and learning of KSL and Braille.
- Developing and promoting the use of indigenous languages.
- Emphasis on communication formats and technologies accessible to persons with disabilities.

The Kenya Vision 2030

This is the blue print of Kenya's development and makes the following recommendations on Kenya's education:

- Integrating early childhood into primary education
- Reforming secondary curricula
- Modernizing teacher training
- Developing programmes for learners with special needs among others

Summative evaluation of the 8-4-4 system of education, 2009

The report made the following findings:

- 8-4-4 system was more academic and examination oriented.
- Assessment was focused on summative assessment (assessment of learning).
- Did not provide flexible education pathways for identifying and nurturing aptitudes, talents and interests of learners early enough in order to prepare them for the world of work, career progression and sustainable development.
- Skills gaps identified - agricultural, entrepreneurial, vocational and technical skills, innovation and creativity and ICT.
- The report recommended a needs assessment survey

Odhiambo Task Force Report on The Re-alignment of The Education Sector to Vision 2030 and Constitution 2010(2012)

- The taskforce recommended the following:
- Competency based curriculum
- Flexible education pathways (at senior school level) for identifying and nurturing individual learner's
- potential to produce intellectually, emotionally and physically balanced citizens
- A national learning assessment system
- Introduction of national values and national cohesion and their integration into the curriculum.

KICD Needs Assessment Survey 2016

The survey made the following recommendations

- Curriculum reforms
- A wide curriculum to cater for various talent areas to enable learners achieve their potential and be better equipped to develop themselves and the nation.
- A functional holistic curriculum that would produce an individual with spiritual, moral and social aspects with ability to live amicably with others.
- Development and acquisition competencies at every level of learning
- A flexible and comprehensive educational structure and system

Global Standards

- UNESCO IBE –curriculum review every 5 years
- Sustainable Development Goal No 4 (Ensuring quality education)
- Benchmarking With Best International Practices
- 21st Century Learning Skills and Approaches

Re-alignment To EAC Curriculum Harmonization Framework

- The Eastern African states drew up, 'A Framework on Harmonization of Curricula, Structure and Examinations in the EAC' (EAC,2012).
- As a member of the East African Community (EAC), Kenya had an obligation to reform the basic Education curricula, structure and examination system to align to the EAC framework.
- To ease mutual recognition of certificates across the region.

Sessional Paper No. 1 of 2019 on 'Reforming Education and Training in Kenya'

The main highlights of the Sessional Paper include:

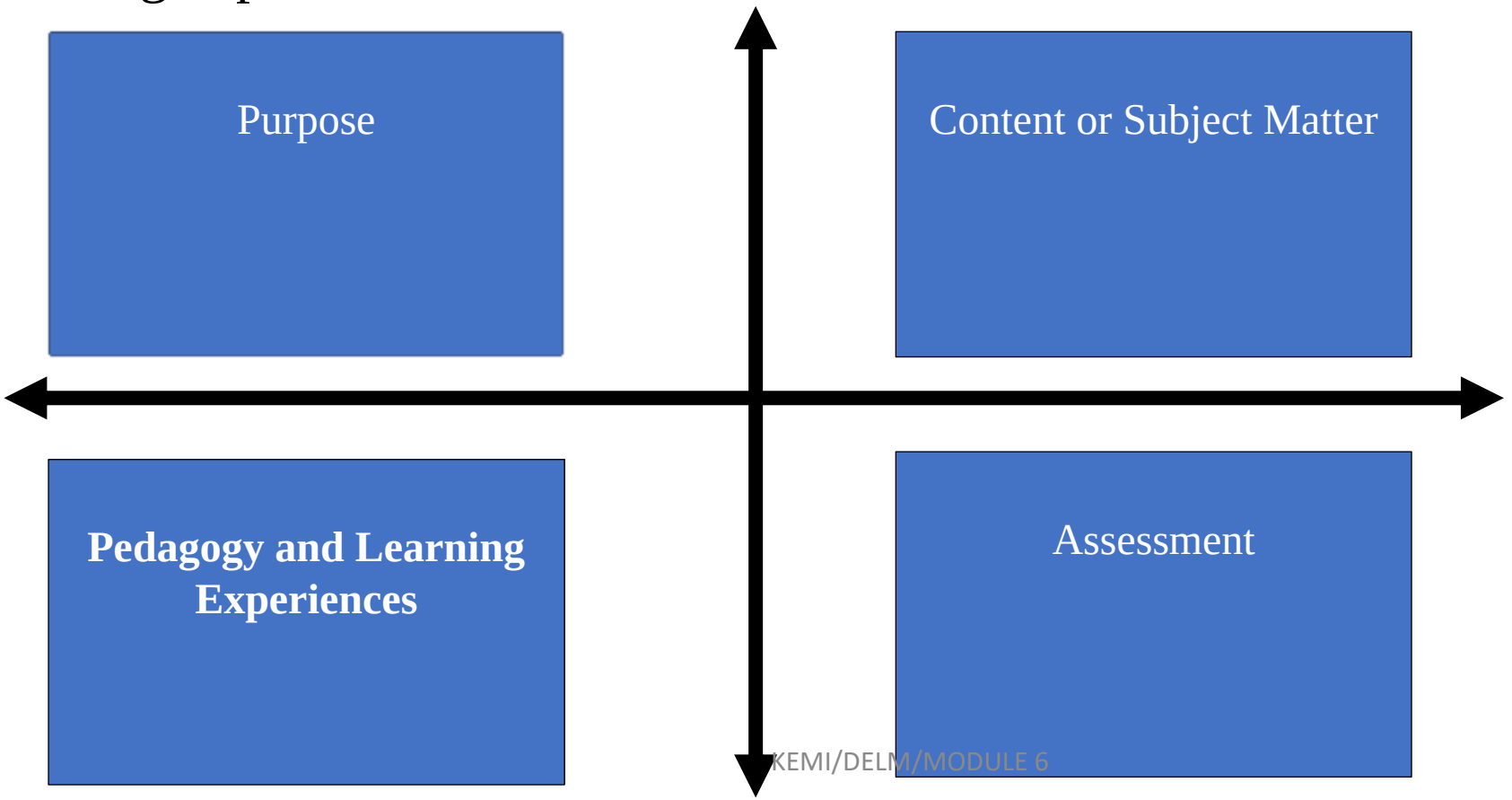
- Reforming the education sector to provide for the holistic development of learners
- Recommends a competency - based curriculum
- Early Identification and nurturing of talents
- Introduction of values
- Introduction of three learning pathways at Senior Secondary School level

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Components of Curriculum

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- The curriculum has four components, namely, the purpose, content, pedagogy and learning experiences and assessment as shown below:



a) Purpose

- The curriculum consists of aims, goals and objectives/ learning outcomes. They are usually stated in terms of expected outcomes.
- They can be grouped into three major domains: cognitive, psychomotor, and affective.
    - **Cognitive –** They are related to knowledge or information, comprehension, application, analysis, synthesis, evaluation, and other intellectual aspects of learning.
    - **Affective –** attitudes, appreciations, values, and emotions
    - **Psychomotor –** It encompasses the skills that require the use and coordination of skeletal muscles.

- Learning outcomes are derived from the National goals of education.
- Learning outcomes are the **end result** or what the learner is able to demonstrate upon completion of a lesson
- They indicate the expected **observable behavioral changes** in the learner after a learning experience.
- Writing of specific learning outcomes is guided by Taxonomies in Education such as the Bloom's Taxonomy which classifies educational learning objectives into three domains, that is, cognitive, affective and psychomotor.
- They are expressed through the application of **knowledge, skills and attitudes**.
  - **Knowledge:** acquisition of facts, ideas, concepts; their application, synthesis to get new ideas and evaluation of the information.
  - **Skills:** using the knowledge acquired, a learner is able to apply it to perform certain tasks against a given standard. The standard to which a learner should perform the task is referred to as a competence.
  - **Attitudes:** reflect beliefs and personal attributes that a learner acquires through knowledge and skill and influence their behaviour

- Statement of a learning outcome should have:
  - ✓ **The action verb**
  - ✓ **The object**
  - ✓ **The context**
- The Action verbs used in the learning outcomes should represent the three domains of learning i.e knowledge, skills and attitudes.
- They should also be measurable or observable should NOT use vague terms such as; know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of.
- The learning outcome also has an OBJECT, which answers the question “what”
- The outcome also has a CONTEXT, which answers the question “why”, “where”, ‘’how” and “when”

b) Learning content

- This includes the knowledge to be learned. The content of the curriculum is divided into bodies of knowledge, desired attitudes and values and skills.
- The criteria used in selection of content for the curriculum should be:

i. **Self-sufficiency** – This includes more results and effective learning outcomes.

ii. **Significance** – contribute to basic ideas to achieve overall aim of curriculum, develop learning skills.

iii. **Validity** – meaningful to the learner based on maturity, prior experience, educational and social value.

iv. **Usefulness** – usefulness of the content either for the present or the future.

v. **Learnability** – within the range of the experience of the learners.

vi. **Feasibility** – can be learned within the time allowed, resources available, expertise of the teacher and nature of learner.

Principles to follow in organizing the learning content

- **Balance:** Content curriculum should be fairly distributed in depth and breadth of the particular learning or discipline. This will ensure that the level or area of learning will not be overloaded or inadequate.
- **Articulation:** Each level of subject matter should be smoothly connected to the next, glaring gaps or wasteful overlaps in the subject matter will be avoided.
- **Sequence:** This is the logical arrangement of the subject matter. It refers to the deepening and broadening of content as it is taken up in the higher levels.

c) Pedagogy and learning experiences

i. Pedagogy

- Pedagogy refers to teaching methods used by teachers to enhance learning. Strategies teachers put into action the goals and the content in order to produce an outcome.
- Teaching strategies convert the written curriculum to instruction.
- Whatever methods the teacher utilizes to implement the curriculum, there will be some guide for the selection and use such as:
    - Teaching methods are means to achieve the end.
    - Teaching methods should stimulate the learner's desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual.
    - In the choice of teaching methods, learning styles of the students should be considered.
    - Flexibility should be a consideration in the use of teaching methods.

ii) learning experiences

- Learning experiences refer to the activities or tasks that the learner should carry out in order to develop desired knowledge, skills, values and attitudes
- Learning experiences focus on developing the learner's cognitive, physical and emotional domains.

How can the teacher select learning experiences?

- Selection of learning experiences should be based on **specific learning outcomes**.
- The learner should achieve the intended specific learning outcomes after active engagement in the selected learning experiences.
- **Flexibility**- Other than the **suggested learning experiences** in the designs, the teacher is free come up with other learning experiences according to the unique needs of their learners and the school.
- Learning outcomes are achieved through **learner-centred activities.**

- The teacher should make appropriate choices when selecting learning experiences for the achievement of given curriculum outcomes by: Breaking the learning outcomes into teachable units according to:
  - Allocated **number of lessons**
  - The **learning outcomes** stated in the sub-strand
  - Available **resources** (both materials, tools, equipment & resource persons)
  - **Integration of ICTs** as a learning tool is critical to build digital literacy

Types of Learning Experiences

- Formal learning experiences
- Non-formal learning experiences
- Informal learning experiences

Formal learning experiences

- Organized within classroom or other school contexts (e.g the field, school garden etc.). The learning experiences are dictated by learning outcomes /objectives in the curriculum design/Syllabu

Non-formal learning experience

- These are critical for the learner to continue applying what s/he has learnt in scenarios outside the classroom. This includes clubs and societies. The learner is able to apply knowledge/skills/values and attitudes they have learnt formally outside the class in club activities which includes:
  - Speaking skills in debate clubs
  - Drawing/painting/modelling skills in Art club
  - Singing/dancing skills in Music club
  - Performing skills in Drama club

Informal learning experiences

- Entails **general social interactions** at school, home and in the wider community.
- The community plays a key role in shaping the moral nature/compass of the learner
- These experiences offer the learner a forum to **model values**
- How can members of the community help the learner to model values?

d)) ,Assessment

- It's the process of determining the capability of a learner to apply a set of knowledge, skills, values and attitudes to successfully perform a task.
- To be effective, all curricula must have an element of assessment which is used to:
  - Select appropriate content based on the objectives / learning outcomes of the curriculum;
  - Select appropriate methods to address the content and purpose;
  - Check the effectiveness of instructional methods and learning experiences used;
  - Check on the suitability and the appropriateness of the curriculum in answering social needs;
  - Give feedback to the planners, learners, teachers, industry and society; and
  - Provide a rationale for making changes.

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Professional tools/Documents

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Professional documents may include:

(a)Curriculum design

A curriculum guideline is a document that provides guidance for teachers on approaches and procedures for a successful planning and implementation of the curriculum. The curriculum guidelines include the following:

- Ensures the curriculum can be implemented within the time allocated and infrastructure in the schools.
- It's a core document that guides learning institutions on how to organize learning

The syllabus

- This is a course outline comprising a collection of topics on the same subject matter and objectives of the learning areas

- **Components of 8-4-4 Syllabus**
  - National Goals of Education
  - Objectives
  - subject time allocation
  - National Anthem
  - General objectives Specific objectives
  - Topics
  - Sub Topics
  - learning activities
  - learning resources

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Curriculum Design for CBC

- A curriculum design is broader than the syllabus and it outlines the vision and mission of the ***curriculum***, the structure of education, the levels of education, the learning areas for each level and the learning areas

Components of a CBC curriculum design

- National Goals of Education
- General learning outcomes
- Subject General
- strand
- Sub strand
- Specific learning outcomes.
- learning experiences
- key inquiry questions
- assessment rubrics
- Competencies
- pertinent and contemporary issues
- community service-learning activities
- Learning Resources
- Assessment
- Reflection

Circulars from the Government:

- These include the circulars on timetabling and curriculum-based establishment, calendars for co-curricular activities, closing dates, examinations, etc.

Schemes of work

- A schemes of work can be defined as the interpretation of the syllabus/curriculum design indicating the amount of ground the teacher is likely to cover within a given period of time.
- It is a plan of how a teacher intends to cover the course syllabus/curriculum design over a given period of time.
- The scheme shows the topics/strands to be covered and the order they are to be covered every week.
- A teacher's schemes of work is, therefore, his/her plan of action which should enable one to organize teaching activities ahead of time.
- It is a summarized forecast of work which the teacher considers adequate and appropriate for a class to cover within a given period of time from those topics/strands that are already set in the syllabus/curriculum design.

- **Reasons for preparing schemes of work are to:**
  - Make logical ordering of the coverage of the topics;
  - Allocate learning time for each content;
  - State the depth and scope of treatment of each topic;
  - Specify the skills and concepts to be learned;
  - Outline teaching/learning activities;
  - Specify the teaching/learning resources;
  - Assign time for assessments.

Lesson plans

- A lesson plan is a breakdown of the scheme of work into teachable units.
- It shows what needs to be accomplished within the time allocated for the lesson.
- It enables the teacher to contextualize the lesson activities at a glance .
- Establish the learning outcomes/ objectives to be achieved during the lesson.
- Consider learners abilities
- Ensure the availability of relevant and appropriate materials for the lesson.
- Determine appropriate assessment methods to use.
- Lesson notes should be prepared for every lesson as they accompany the lesson plan.

Importance of the lesson plan

- Provide needed motivation.
- Give proper emphasis where and when needed.
- Ensure that all the essential information is included.
- Provide instructional aids.
- Ask questions at the proper time.
- Stay on schedule.
- A lesson plan helps to determine:
  - Age of the learner
  - Nature of the learner
  - Level/grade/year of the learner
  - Learner's entry behavior
  - Available learning resources
  - What will be learnt

Records of work

- Records of work are a summary of work that the teacher and the learners have covered in a given subject within the term. Teachers should fill the record of work on daily basis whether the lesson is taught or not. Teachers also need to indicate the reason why a lesson was not taught and the remedial action that will be taken.
- Provides evidence of work covered by the teacher

Importance of a record of work

- Provides evidence of work covered by the teacher trainer and ensures. **accountability and transparency** of work covered by the teacher
- Involves storing and managing records appropriately so that the information will be available when needed.
- Provides **continuity** of teaching of a particular class since a new teacher is able to trace where to start teaching a class.
- Allows both teacher and the learner to reassess the teaching-learning relationship.
- Helps identify the learner **who needs more help, guidance and support** and helps them understand what they need to do next to improve their work.
- Effectively monitor the **progress of the teacher and the learner** for planning and decision making.

Timetable

- A timetable indicates the number of lessons each subject is to be taught, the time the lessons will be taught and the teacher who is to do the teaching.
- A timetable should give full information on distinct areas, namely: teaching stations, teaching staff and class distribution, and subjects taught at certain times for each teaching day.
- Plotting of periods on the timetable should be accurate and balanced in order to ensure that double lessons are allocated to practical subjects, subjects with similar skills do not follow each other and that the lessons of every teacher are spread throughout the week.
- Period allocation per subject should be in line with the guidelines provided in the syllabus and government circulars.

Essentials of a good timetable

- Provide teaching day for at least the minimum length of time required by the government.
- Set the length of periods in accordance with the age of the learners.
- Allocate teaching to each subject as directed by the authorities or where possible, in accordance with the importance given to the subject in the school.
- Distribute the teaching time allocated to each subject in a manner that suit each needs e.g by ensuring that it is evenly distributed throughout the week for language and mathematics or in double periods for practical subjects.
- Allocate, as far as possible, the best teachers for each kind of specialization such as Music, Science, Arts, etc.

- Arrange for teaching to be conducted in the most suitable place for it, always trying to match needs with resources.
- Allow an adequate number of short breaks, depending on the age of the learners.
- Subjects requiring concentration need to be put early in the day though preferably not last period in the day. They can also be put immediately after short breaks.
- Practicalsubjectsandthosewhichrequirephysicalactivitymustbealternatedasfara spossiblewith mentally demanding and less active ones.
- Physical education should best be held at a time of the day when the sun is not too hot and when the students are not too tired from long walks to school.

Individualized education programme (IEP)

- The IEP is a written plan describing the special education and related services designed to meet the unique educational needs of a learner with special needs.
- Focuses on individual learners needs
- The IEP specifies the services needed to fulfill the child's right to a Free and compulsory Education.
- IEP helps identify appropriate learning outcomes to ensure that learners with special needs and disabilities are successful at school.
- It guides the educational planning and monitoring of a learners unique learning needs.
- It provides an opportunity to share information between the teacher, parent/guardian and other professionals on how to improve educational results for learners with special needs and disabilities.

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Pertinent and Contemporary Issues in curriculum implementation and Management

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Pertinent and contemporary issues in the implementation of the curriculum include:

i. High cost of in publication of new curriculum and support materials, as well as attendant capacity development.
ii. Teacher shortages/Heavy workloads
iii. political interests
iv. Shortage of learning resources
v. Poor ICT infrastructure
vi. Learners varied abilities
vii. large classes affecting individualized attention
viii. Terrorism/Tribal clashes

Conclusion

- We have come to the end of Unit 1 where we were introduced to curriculum management and implementation.
- We have learnt about the concept of curriculum and other elated terms.
- We have also learnt about curriculum reforms in Kenya from independence to the current ones.
- In addition we have learnt about the basic curriculum reforms, the components of the curriculum.
- To understand the curriculum further, we lave looked ats components and professional documents essential for the implementation of the curriculum.
- We have ended the unit by highlighting pertinent and contemporary issues that affect the effective delivery of the curriculum.
- We hope that you now have some basic information about what curriculum implementation entails.