Unit 3:
Curriculum Implementation

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE

Introduction

- Welcome to unit three where we shall be looking at curriculum implementation.
- We will examine the Concept of curriculum implementation, and requirements for curriculum implementation
- We will also look at process performance measures, Community Service Learning and Learning Support Programs

Learning outcomes

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

a) Explain the concept of curriculum implementation.
b) Discuss the requirements for curriculum implementation.
c) Describe the curriculum implementation process
d) Discuss performance measures.
e) Appreciate the importance of Community Service Learning (CSL) in the learning and learning process

Concept of curriculum implementation

- Curriculum implementation entails translating the curriculum into courses of study, curriculum design and subjects.
- The process involves facilitating the learner to acquire knowledge, skills and attitudes so as to function effectively in a society.
- Viewed from this perspective, curriculum implementation also refers to the stage when the curriculum itself, as an educational programme, is put into effect.
- Putting the curriculum into operation involves an interaction between those who have created the curriculum and those who are charged to deliver it.

Requirements for curriculum implementation

• The requirements for curriculum implementation include pedagogy, teaching and learning materials, facilities, school climate, capacity development for curriculum implementers and financial support.

1) Pedagogy

- This is any conscious activity by one person designed to enhance the learning of another.
- It is what one needs to know, and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted.
- It is the practice that a teacher, together with a particular group of learners creates, enacts and experiences.
- It is a joint activity in which the learner has an active role. Teacher's knowledge is fundamental to pedagogy.

Teacher's knowledge can be classified as follows:

- **Content knowledge**: This is the knowledge teachers have of the subject matter they are teaching.This definition does not include, for example, knowledge of the curriculum which Shulman places in a distinct category.

- **General pedagogical knowledge**: These are the broad principles and strategies of classroom management and organization that appear to transcend subject matter.

- **Pedagogical content knowledge**: This is the knowledge of how to teach within particular subject area. It enables teachers to ease the learning for students through use of clear explanations, appropriate analogies and presenting learning in interesting, motivating and even entertaining ways.

- **Curriculum knowledge:** This is the knowledge of what should be taught to a particular group of pupils. It requires understanding of children's learning potential, national syllabuses, school planning documents and year group plans. In addition, any examination or testing syllabuses must be taken into account and any local or contextual requirements considered.

2) Teaching and learning materials

- For the officially designed curriculum to be fully implemented, schools must have adequate resource materials such as textbooks, teaching aids and stationery.

Functions of teaching and learning materials

- **Active learning:** They help learners interact with such materials as objects and specimens which bring about active learning.
- **Real time learning**: Teaching and learning resources appeal to many senses like seeing, touching, smelling and sometimes tasting that makes learning real.
- **Enhance understanding**: They enhance understanding of abstract concepts as a result of visualizing and concrete experience.
- **Co-operative/sharing attitudes:** They help in developing such attitudes as cooperation and sharing in the course of utilizing the materials available
- **Interesting learning:** They arouse curiosity and sustain interest in learning.

Characteristics of good teaching and learning materials

- Relevant
- Attractive
- Visible
- Durable
- Clear
- Culturally appropriate
- Simple to use

Teaching and learning resource management cycle

- **Resource acquisition**: The school head must lead the process of drawing up the budget and prioritizing items on the budget as part of resource allocation. The process of drawing the budget should consider the way in which learning outcomes will be achieved through the deployment of particular resources. Teaching and learning materials should get first preference on the budget.

- **Resource allocation/utilization**: This is the process of putting the budget plan into operation. The principal should ensure that enough human resource have been employed and teaching and learning materials have been supplied and distributed in such a way that curriculum implementation will be successful. The principal should ensure that every learner has the necessary textbooks, every classroom has adequate teaching aids.

- **Resource Evaluation**: This is the evaluation of the use of resources with a view to informing future decision-making. Resource management should be evaluated based on efficiency, effectiveness, equity, value for money and cost-effectiveness.

3) Adequate facilities

- Adequate facilities such as classrooms, halls, libraries, laboratories and playing fields are requirements for successful implementation of the curriculum.
- Schools should have adequate classrooms to alleviate overcrowding of learners.
- Proper classrooms with adequate air ventilation are conducive for learning and teaching.
- Other learning areas, such as art and culture and life orientation, need a hall for learning and teaching take place effectively.
- In addition, the availability of laboratories in schools is important because other Learning Areas, such as Natural Science, have experiments that cannot be done in a classroom situation.
- Similarly, for the curriculum to be successfully implemented there should be a library in a school to offer learners and educators a wide range of reading materials.
- Furthermore, the curriculum has Life orientation as a learning area which consists of a learning outcome that should be implemented on a playing field.
- As such, the availability of a proper playing field is a prerequisite for teaching and learning of this learning outcome.

4) Positive school climate

- School climate contributes to the successful implementation of the curriculum.
- The principal should create and maintain a positive school climate. School environments vary greatly.
- Whereas some schools feel friendly, inviting and supportive, others feel exclusionary, unwelcoming, and even unsafe.
- The feelings and attitudes that are elicited by a school's environment are referred to as school climate.
- The school climate consists of the following dimensions:

(a) The physical dimension includes:

- Appearance of the school building and its classrooms;
- School size and ratio of students to teachers in the classroom;
- Order and organization of classrooms in the school;
- Availability of resources; and
- Safety and comfort.

(b) The social dimension includes:

- Quality of interpersonal relationships between and among students, teachers, and staff;
- Equitable and fair treatment of students by teachers and staff;
- Degree of competition and social comparison between students; and
- Degree to which students, teachers and staff contribute to decision-making at the school.

(c) The academic dimension includes:

- Quality of instruction;
- Teacher expectations for student achievement; and
- Monitoring student progress and promptly reporting results to students and parents.

5) Capacity development for curriculum implementation

- Continuous INSET is a prerequisite for successful implementation of the curriculum.
- However, the quality of INSET owes itself to the recognition of prior learning that is determined through proper needs analysis and the delivery mode that needs to cater for different learning styles especially for adult learning.
- A systematic approach to in-service training whereby there is needs analysis, consideration of different ways of learning, designing cost-effective inset programs and assessing the effectiveness of inset is crucial.
- After the training programs, follow-ups should be conducted in the form of classroom observation and examination of documents and learners' workbooks may also reinforce proper implementation of the curriculum.

6) Financial support

- Schools need financial support either from the government, private sector or parents in order to implement curriculum effectively.
- The government should lead in giving financial assistance to public schools because it is concerned with all learners having equal access to basic education.

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

Curriculum implementation processes

KENYA EDUCATION MANAGEMENT INSTITUTE

This section will cover the curriculum implementation process, the strategies for effective curriculum implementation and the roles of internal players in curriculum implementation.

(a)Planning:

- This calls for the structuring of learning content in such a way that all schools follow a plan that connects the topics in a logical manner.
- This is linked to development of time frames for curriculum coverage and implementable frameworks for testing during the year.
- The plan must provide space for monitoring of curriculum coverage and curriculum

(b) Methodology:

- This involves outlining the best ways of imparting knowledge, skills and attitudes to learners in a manner that prepares them not only to achieve the learning goals but also to excel in their achievements.
- It is linked to the improvement of learners in key subjects like Mathematics and Science. Excelling means providing support to special learners.

(c) Assessment:

- This involves assessing the effectiveness and the quality of curriculum delivery.
- This assessment takes place at three levels.
- The first one is a conceptual level where learners must demonstrate consistent use of subject concepts/terminology in their interaction with its content.
- The second one is at objective level where learners must demonstrate the extent to which their acquired knowledge is aligned to the learning objectives.
- The third one is the strategic level where an evaluation of the successes and failures of the learners is undertaken with a view to designing interventions known as revision programs to close the knowledge gaps.

(d) Curriculum feedback:

- The main purpose of curriculum feedback in curriculum management is to ensure that the curriculum implementation leads to the achievement of its intended outcomes.
- Feedback is obtained from a variety of sources in the system.
- The monitoring of syllabus coverage and continuous assessments provide feedback towards improving curriculum delivery and management.
- The content of learners' exercise books per subject and the content of teacher profiles and the performance and progress of individual learners must be used to provide feedback on curriculum implementation in relation to intended outcomes.

Strategies for effective curriculum implementation

i. Strong curriculum leadership:

- The management of curriculum requires strong leadership across the system.
- All leaders and managers in the education sector must play their role in curriculum leadership.
- They should work with teachers and school communities to provide a highly detailed definition of what is intended for learner achievement.

ii. High standards and expectations for learner success

- Learners must be made to believe that they are capable of achieving high content and performance standards.
- They need to be offered an ambitious goal and be assisted to overcome significant barriers that stand on their way.
- This factor requires that teachers need to change perceptions about their learners' current level of achievement to enable learners, conform to the standards and expectations.

iii) Effective teaching and learning

- Effective teaching and learning is the basis of the existence of the schooling system.
- It places the learner and teacher at the center of this plan.
- Teachers are employed to teach learners.
- This is their fundamental role and responsibility which must be executed effectively.
- Teaching must be consistent with learning. It should be done meaningfully and professionally.
- It has to be embraced as the noblest profession which molds learners to become valuable community members and responsible citizens who can serve the nation with pride.

iv) Adequate curriculum resources

- All schools must have adequate curriculum resources that support teaching and learning.

v) Effective support:

- Effective curriculum support and monitoring that is non-threatening is the responsibility of the quality assurance and standards officers.

vi) Teacher development:

- Professional development has an undeniable value to the efficiency and effectiveness of service delivery.
- It yields increased productivity, reduction of costly mistakes, increased job expertise and work standardization.

vii) Strong parent and community support:

- Parent and community involvement play a vital role to learners' academic success.
- The shared responsibility translates into a child who is developed holistically – has good character, good marks, good morals, healthy ambitions, etc.
- Schools have a particular responsibility for engaging parents and communities in improving learners' performance.

viii) Proper guidance on subject choices:

- Our education system should prepare the learners from Form 1–4 to choose appropriate career paths.
- In order to achieve this, all schools should dedicate time to career guidance.

Players in curriculum implementation

Implementing a curriculum requires the involvement of many different people. Each is a ‘key player’ in the change process.

(a)The role of the Board of Management (BOM)

- Promote quality curriculum delivery for all learners;
- Ensure and assure the provision of proper and adequate physical facilities for the institution;
- Advise the County Education Board on the staffing needs of the institution;
- Prepare progress reports on curriculum implementation;
- Administer and manage the resources of the institution.

(a) The role of the Head of Institution

(i) Instructional leadership

The role of the principal or head teacher as curriculum leader should be to:

- Interpret curriculum policy and guidelines.
- Ensure that the curriculum content is consistent with both learning outcomes and with the assessments used to measure the attainment of those outcomes.
- Ensure that learning and teaching support materials used in their schools are consistent and mutually reinforcing.
- Establish curriculum evaluation procedures and ensures that these evaluations occur on a regular basis.
- Establish, implement and achieve academic standards.
- Create school cultures and climates conducive to learning.
- Provide and clarify a vision for excellence in teaching.
- Set high expectations for staff as well as personally.
- Develop and support those implementing the curriculum.
- Develop and maintain positive attitudes with students, staff and parents.
- Maintain the quality of the principal-teacher relationship.
- Work with other principals to develop a shared commitment to a common vision of excellence in teaching.

ii) Management of co-curriculum activities

- Showing keen interest in what is happening.
- Requiring that both teachers and students should be fully involved.
- Assigning teachers who are committed and have relevant skills to be patrons, coaches and coordinators.
- Attaching external resource persons to regular teachers. External personnel should not be allowed to take over from regular teachers.
- Programming the activities and sharing the timetable with both teachers and learners
- Play a supervisory role.
- As the head teacher, you should avail the relevant resources and ensure they are properly utilized if co-curricular activities are to yield the desired outcomes as follows:
- Adequate resources should be allocated to cater for the activities including sports, games, drama, music, clubs and organizations and societies.

- Provide adequate facilities and equipment for both outdoor and indoor activities to cater for diverse interest of learners.
- Keep records and adequate storage facilities to ensure proper care and maintenance of facilities and equipment.
- Funds for the activities must be factored in the budget in a transparent and accountable manner.
- Develop a policy guideline on learners' membership to co-curricular activities for maximum participation and utilization of resources.
- Encourage learners to participate in subject-based clubs and societies to enable them put in practice the skills and knowledge learnt.

iii) Record management

- The school head plays a role in reviewing student achievement and maintaining summary records of such achievement requires the curriculum leader to have strong organization skills.
- Such records can be kept by an office manager who is guided by the curriculum leader. Setting up a system of record-keeping, and a schedule of such requirements, is an important curriculum maintenance task in every school.
- Computerized storage of records should be implemented, where feasible, to facilitate efficient sorting, searching, retrieving and updating of the records.
- Records should also be actively updated and archived so that the school can track their performance over time and observe the progress of learners after they leave school.
- Below is a description of learners and staff records that the school head is in charge of:

(a) Learner's records:

- Learner's records are used to record and manage information about individual students.
- The school creates a new student record when they enroll in the school for recording information about the student's personal and family details.
- During the student's attendance at school, additional information about academic performance, progression, and changes in the personal and family details are included.
- This data is used to generate summary lists of students, data and indicators on enrolment, performance, grade repetition, drop-out, sex ratios, age distribution, etc. The school uses this information to track and manage the students, to help teachers manage their classes, and to identify students who need counselling or extra teaching.

b) Staff records:

- Staff records will include staff appraisals, details of in-service courses and other training programs attended, notes of observations and discussions held with the staff.
- Staff records include personal data, interview/discussions with school head as part of staff appraisal; personal ambitions/personal or professional problems revealed in discussions; notes, for example, of verbal warnings, or copies of written warnings as part of a disciplinary procedure; salary bracket and financial status; promotion prospects; copies of correspondence, for example, curriculum vitae; medical and health records; comments on attendance, punctuality, etc., such confidential records should be kept locked in the head teacher's office as staff are entitled to privacy

(a) The role of the deputy head of institution

- Apart from working with and supporting the school head, the deputy head teacher is expected to implement the curriculum by doing the following:
- Providing an example of excellence as the leading classroom practitioner and inspiring and motivating other staff. Demonstrating exemplary practice in areas of curriculum responsibility.
- Working with the school head to promote and secure excellent teaching and learning and high standards of achievement and progress.
- Making a leading contribution to the school's monitoring and evaluation processes for learners' attainment and progress and for learning/teaching.
- Working with the school head to ensure a consistent and continuous school-wide focus on learners' achievement and progress.
- Using assessment data, attainment tracking and benchmarks to monitor learning progress.

(a) role of the heads of departments and senior teachers

- Resource coordinator: This involves sharing instructional resources.
- **Instructional expert**: This involves helping colleagues implement effective teaching strategies
- **Curriculum expert**: This involves leading teachers in curriculum adoption and implementation.
- **Classroom champion**: This involves helping teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback.
- **Learning facilitator**: This involves facilitating professional learning opportunities among staff members
- **Mentor**: Serving as a mentor requires one to advise new teachers about effective curriculum implementation.
- **School leader**: Being a school leader means serving on various school improvement teams or committees.
- **Data coach**: This involves using data to strengthen classroom instruction
- **Catalyst for change**: This involves being a stimulus for innovative change.
- **Learner:** This involves continual improvement of curriculum delivery.

e) The role of the teachers

- The teachers are the most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. Teachers play four major roles in curriculum implementation:

(i) Specifying instructional or learning goals to be achieved.
(ii) Selecting content to teach.
(iii) Selecting learning experiences.
(iv) Choosing techniques or tasks to evaluate instruction.

In planning for instruction, schemes of work and lesson plans are used.

Characteristics of effective teachers include being:

- Passionate to help learners learn and grow.
- Positive in demonstrating the qualities of respect, empathy and fairness.
- Positively impacting on the lives of learners, parents and colleagues.
- Skilled in classroom management, learner engagement and management of time.
- Enthusiastic, lively and creative.
- A motivator – making a difference in the lives of the learners
- A skilled communicator – able to communicate knowledge that leads to learning; and articulate ideas, issues, beliefs and values about teaching with colleagues, parents and students.
- Knowledgeable in content and outcomes; and in the learners' needs.
- Metacognitive – able to assess one's own mental state and assess how this state will affect one's performance
- Strategic – able to model strategic learning for the learners.
- Responsive – able to adjust to the changing needs and demands of the profession.

f)The role of parents

- Parental engagement in schools refers to parents and school staff working together to support curriculum implementation and improve the learning development and health of the learner. It also includes all activities that parents do to help their children succeed in school.
- Family involvement has a protective effect. The more the parents support their children's progress, the better their children do in school and the longer they stay in school.
- Parents/guardian can be involved through the following;

- Parents help to promote the welfare of the learners by providing their basic needs for effective learning to take place in school.
- Parents help to instill and nurture morals and values among the learners
- They teach and model proper use of resources.
- They help in identifying the child's natural talents and abilities and work with teachers to nurture them
- They get involved in planning, development and decision - making process of school activities
- Parents are the first role model models in the life of a child. They advocate, train and act as source of authority to learners.
- Parents help to provide a conducive learning environment for learning.
- Ensuring and supporting the learners while doing their homework and modeling at home
- Sharing information about their work and the world of work as guest speakers which will enable learners to choose their career paths.

(g)The role of interest groups

- Interest groups include parents, parent's associations, trade unions, religious organizations, education boards, private school associations, etc.,
- These groups can influence implementation in the following ways:
  - Provide resources to schools to purchase required materials and facilities.
  - Demand the inclusion or removal of certain subjects in the curriculum.

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE

Performance measures

The following are the characteristics that are commonly found in high performing schools.

- **Clear and shared focus**: Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.
- **High standards and expectations for all students**: Teachers and staff believe that all students
- can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.
- **Effective school leadership:** Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles — teachers and other staff, including those in the district office, often have a leadership role.

- **High levels of collaboration and communication**: There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.
- **Curriculum, instruction and assessment aligned with standards:** The planned and actual curriculum is aligned with the essential academic learning requirements. Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.
- **Frequent monitoring of learning and teaching:** A steady cycle of different assessments identifies students who need help. More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

- **Focused professional development:** A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.
- **Supportive learning environment:** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
- **High level of family and community involvement:** There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE

Community service learning

- It is increasingly being acknowledged globally that involving learners in community service has a lasting and positive impact on themselves and society at large.
- Community Service Learning extends learning beyond the classroom into the community.
- Learning happens through experiential learning strategies that integrate classroom learning and community service to enable learners to reflect, experience and learn from the community.
- Community service learning combines classroom learning and community service, allowing learners to work with community members to solve local problems and to learn from their own experiences.

Principles of Community service learning.

The following principles will guide the implementation of CSL:

a) Training and Continuous Professional Development
b) Community Empowerment and Engagement
c) Reflective Learning
d) Whole School Approach
e) Inclusivity

- Curriculum designs provide for age-appropriate CSL activities for each strand in every grade.
- The suggested CSL activities correlate with the subject matter.
- Learners engage in age-appropriate community-based activities that are intended to support the achievement of learning outcomes.

The steps for carrying out a CSL project include:

Identifying a problem in the community through research

i. Planning to solve the identified problem in the community and should consider the data collection tools to be used and where the data collection will take place.
ii. Designing solutions/strategies to address the identified problem- (how will the groups be divided? What resources will be used?) Implementing the recommended solution(s) to address the problem
iii. Sharing /reporting/ on findings of the project done
iv. Reflecting on own learning and relevance of the project

Community service skills

i. **Research:** Learners will develop research skills as they investigate PCIs to address the activity, ways and tools to use in collecting the data, manner in which they will analyze information and present their findings.
ii. **Communication:** Learners will develop effective communication skills for as they engage with peers and school community members. These will include listening actively, asking questions, presentation skills using varied modes etc.
iii. **Citizenship:** Learner will be able to explore opportunities for engagement as members of the school community and providing a service for the common good.
iv. **Leadership:** Learners develop leadership skills as they take up various roles within the CSL activity.
v. **Financial Literacy Skills:** Learners consider how they can undertake the project as well as sourcing and utilizing resources effectively and efficiently.
vi. **Entrepreneurship:** Learners consider ways of generating income through innovation for the CSL class activity.

In carrying out the project, it is expected that the learners will use knowledge and skills learnt in various subjects. This in essence will bring about the aspect of integration of CSL.

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

KENYA EDUCATION MANAGEMENT INSTITUTE

Learner support programmes

- Learner support is critical component of an effective learning environment.
- It focuses on what the teacher or instructor can or should do to help learners beyond the formal delivery of content, or skills development.
- Learner support covers a wide range of functions.
- Here we shall focus on indicating why it is an essential component of an effective learning environment, and to describe briefly some of the main activities associated with learner support.
- Teachers have many roles which include diagnosing learners' difficulties, helping students when they struggle with new concepts or ideas, helping students to gain deep understanding of a topic or subject, helping students to evaluate a range of different ideas or practices, helping students to understand the limits of knowledge, and above all challenging students to go beyond their current level of thinking or practice to acquire deeper understanding or a higher level of competency.

- These activities normally take the form of personal interventions and communication between an instructor and an individual or a group of students, in face-to-face contexts or online.
- They tend not to be pre-planned.
- They are usually a means of individualizing the learning, enabling student differences in learning to be better accommodated as they occur.
- Learner support programs include the following:

  i. Guidance Services
  ii. Counselling
  iii. Sports and Games
  iv. Clubs and Societies
  v. Chaplaincy
  vi. Peer Education and Mentorship
  vii. Career Guidance and Counselling Services

Conclusion

- In this unit, we have looked at the concept of curriculum implementation.
- We have learnt about the requirements for curriculum implementation and the curriculum implementation process.
- We have also looked at performance measures and roles of various players on curriculum implementation.
- We have ended the unit by looking at a community service learning and learner support programs that ensure effective implementation of the curriculum