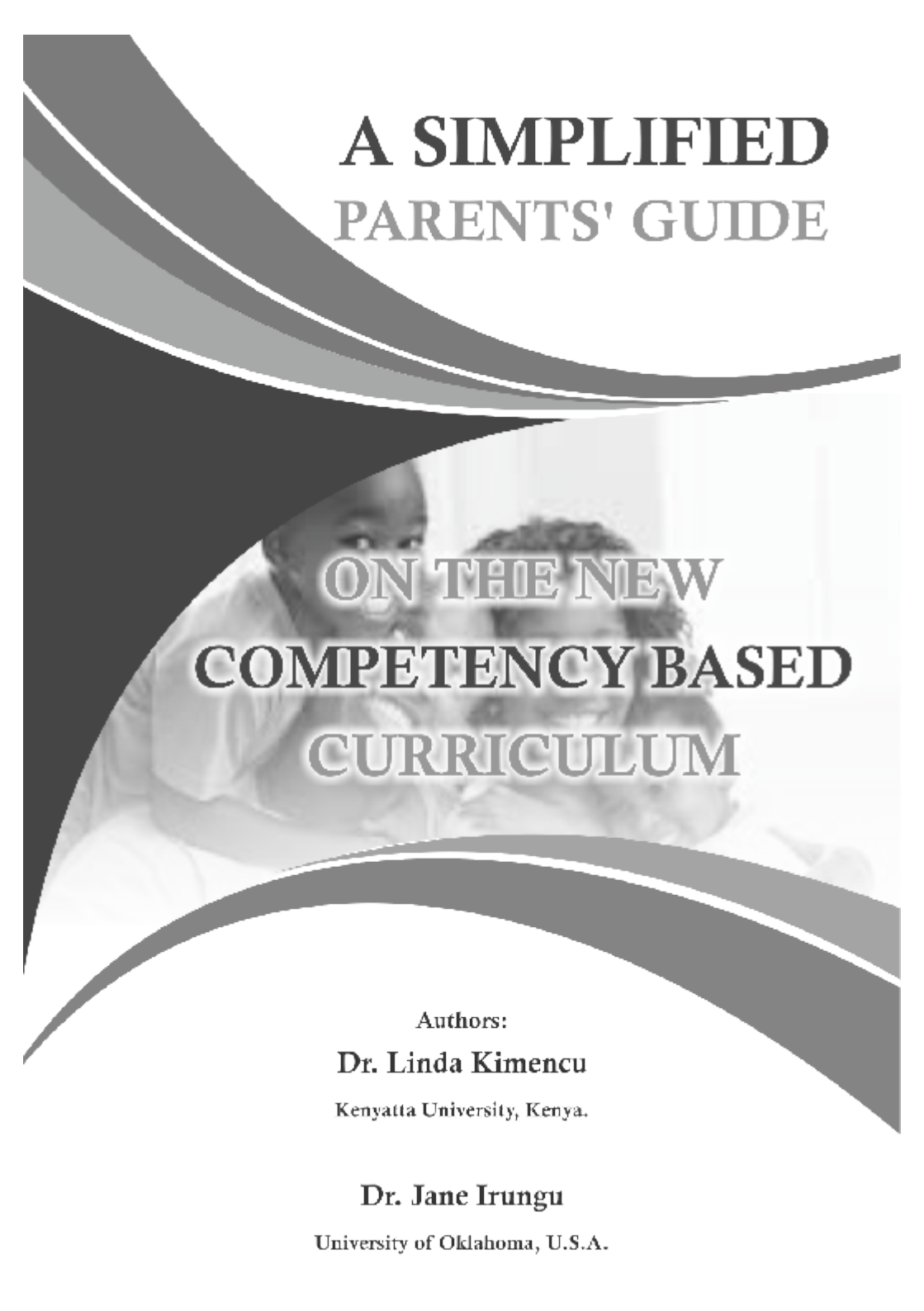




A SIMPLIFIED PARENTS' GUIDE

ON THE NEW COMPETENCY BASED CURRICULUM

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Appreciation:

Our greatest gratitude goes to God Almighty, who has enabled us to partner with Him in fulfilling His purpose through our lives through this guide. We pray that through this resource, we will all partner with Him in raising exemplary learners among the young generation.

We are grateful to all those who provided material resources, emotional resources, and social networks in the development and piloting of this booklet.

Thanks to KICD officials, for providing the resources that we needed to develop the guide.

Thanks to Learning Gaps Center Co-Partners for their input through this guide.

God bless you all.



Dedication:

I dedicate this guide to all parents who work relentlessly to bring out the best in their children. You guys rock! May God always bless the work of your hands, hearts, and minds as you guide and nurture the young generation.

1.1. Parents' Guide on Competency Based Curriculum

For a long time, formal education has been left out in the hands of teachers, policy makers, and schools; arguably, parents and or guardians who are the greatest stakeholders in their children lives taking a passive role. Primarily, the parents' role has been that of paying school fees and buying school necessities. With the minimal engagement of parents, their children learning and destiny continues to be shaped by the other stakeholders mentioned earlier on. The good news is that, the new competency based curriculum provides parents and guardians an opportunity to be actively involved in their children's education as partners with the teachers alongside other educational stakeholders.

This guide is a call to partnership for parents and guardians. It provides an insight in the competency based curriculum and outlines some tips on how parents or guardians can have fruitful and meaningful engagements with their child's' teacher. For you to engage fruitfully in your child's education life, you don't need to understand complex mathematical formulas, you also don't need to be an accomplished scholar, or even buy anything special. All you need as a parent is to be present, involved, engaged,

and empowered in guiding your child's' academic and personal life.

The guide is organized into five sections:

1. The rationale of the competency based curriculum
2. The structure, delivery and assessment of the curriculum
3. The tips of engagement and involvement
4. Developing parents/school relationships
5. The ABC practices of parenting

In every section of this curriculum outline, this guide will focus on the role of the parent or guardians; ways in which they can engage or get involved in their child's academic life. As you read through, think of more ways in which you could engage with your child, and get involved in their learning process.

The guide is developed using resources from KICD facilitators manual, the Basic Education Framework manual and newspaper excerpts. We have done our best to compile all the different facets of the information provided and provided tips for parents and guardians on how to partner with their schools in making the competency based curriculum learning outcomes a success.

2.1. The Rationale of the Competency Based Curriculum

Through the Kenya Institute of Curriculum Development (KICD) the Kenyan government has launched a pilot of the new competency based curriculum that covers Pre-school to 3rd Grade (Kindergarten to Standard 3). A national piloting began this year 2018 and will culminate in full implementation in January 2019. The roll out of 4th grade to 6th grade will be done in 2019; whereas the 7th grade to 9th grade will be rolled out in 2020 and the 10th -12th grade rolled out in 2021. The first cohort of the new 2-3-3-3-3 curriculum will be completing their basic education in 2024; whereas the last cohort of the current 8-4-4 system will do the KCSE examination in 2026; marking the end of the 8-4-4 system.

The competency based curriculum seeks to replace the 33 year old 8-4-4 system in a gradual and incremental process; the 8-4-4 model has been criticized for being overly academic and examination oriented with few flexible education pathways for learners. This has resulted in increased dropout rates at the primary and secondary levels of education. It is also disapproved for its failure to focus or nurture the talents and interest of learners early enough to prepare them for today's job market, career

progression and lifelong learning. With its emphasis on summative assessment (the KCPE & KCSE examination system at the end of the cycle of learning that is 8 and 4 years for primary and secondary education respectively). The result has been increased competition among learners, with little focus on acquisition of requisite knowledge, skills, values and attitudes. Among other challenges, there was limited incorporation of entrepreneurial skills. Hence, it is blamed for increased unemployment among the youth, increased social vices such as crime, drug abuse, and antisocial behavior for those condemned by the system as failures yet in reality other strengths they possess have not been taken into account.

The Kenyan government in collaboration with various stakeholders facilitated the development of the sessional paper No. 2. on reforming education and training in Kenya in 2015. This also sought to realign the education system with Vision 2030 and the constitution of Kenya 2010. The sessional paper recommended that education and training sectors be reformed in order to provide the development of the individual learners' potential in a holistic and integrated manner. The vision of the new competence based curriculum is to enable every Kenyan to become an ***engaged, empowered, and ethical citizen***. This is to be



achieved through providing learners with world class standards in skills and knowledge that they need to thrive in the 21st century. In addition is the provision of excellent learner centered teaching skills, creating an enabling school environments and availing resources to actualize the new curriculum. The curriculum has the mission of **nurturing every learners potential** by providing opportunities to identify the talents of all learners to enable them reach their highest potential.

The goals of the curriculum are anchored on the **National Goals of Education** which include: Foster nationalism patriotism and promote national unity; promote the social, economic, technological and industrial needs for national development; promote individual development and self-fulfillment; promote sound and moral religious values; promote social equity and responsibility; promote respect for and development of Kenya's rich and varied culture; promote international consciousness and foster positive attitudes towards other nations; and promote positive attitudes towards good health and environmental protection. To attain these goals and ensure that learners become productive citizens, there is need for paradigm shift and mindset change as regards to the process and outcomes of the two different education systems.

Table 1.1. Reflects the various dimensions that require the paradigm shift in the two curriculums.

Paradigm Shifts in the Curriculum Reform

From (8-4-4)	To: Competency based Curriculum
Focus on Content/ Theory	Focus on Competencies and skills acquisition
System is rigid and prescriptive with limited one size fit all flexibility	System is flexible allowing for specialization pathways
Primarily focused on summative assessment and competition	Balances summative and formative assessments through collaborations
Emphasis is on Schooling	Emphasis is on Education
Emphasis is on Teaching	Emphasis is on Learning

***Table 1.1. Paradigm Shifts in the Curriculum
(Adapted from KICD Manual)***

3.1. BECF (Basic Education Curriculum Framework) Pillars

The basic Education curriculum framework vision and mission is supported by three important pillars: Values, Theories, and Guiding principles. Values are the standards that guide an individual on how to respond or behave in a given circumstance. Our values influence how we feel, act, and make choices in life. Similarly, guiding principles are the beliefs or the fundamental truth that serve as the foundation for behavior and chain of reasoning.

The table below shows the Values and Guiding Principles that anchor the vision of the new curriculum

Values of the New Curriculum	Guiding Principles
<ul style="list-style-type: none">• Responsibility• Respect• Excellence• Care• Compassion• Understanding• Tolerance• Honesty• Trustworthiness	<ul style="list-style-type: none">☐ Opportunity☐ Excellence☐ Diversity☐ Inclusion☐ Parental empowerment and engagement☐ Community service learning☐ Differentiated curriculum and learning

Table 1.2. Values and Guiding Principles of the CBC curriculum

3.1.2. Core Competencies for Basic Education

A curriculum is defined by UNESCO as the vehicle through which a country empowers its citizens with the necessary knowledge, skills, attitudes, and values that enable them to be socially and economically engaged and empowered for personal and national development. A competency based curriculum emphasizes on what the learners are expected to do, rather than just what they are expected to know. According to the Kenya Institute of Curriculum development (KICD) a competency is the ability to apply learning resources and outcomes (knowledge, values, skills, and attitudes) adequately in a defined context which could be educational, work, personal, or professional development which are all aimed at lifelong learning. The competency based curriculum focuses on seven main Competencies

1. Communication and Collaboration
2. Critical Thinking and Problem Solving
3. Imagination and Creativity
4. Citizenship
5. Digital Literacy

6. Learning to Learn

7. Self-Efficacy

Use of Information Communication Technology (ICT); **pertinent and contemporary issues and life skills** will be applied and mainstreamed across all subjects. Pastoral program of instruction will be conducted once a week.

The pertinent and contemporary issues are organized around six broad categories: The subject areas will be anchored on these main categories. Students will be expected to incorporate these contemporary issues within the learning process. Hence, learning will be experiential and applicable to the learners' immediate environment or context. This will ensure that learning concepts will not just be abstract and theoretical, but will be contextual and applicable to a child's immediate environment.

1. Citizenship
2. Health Education
3. Education and Sustainable Development
4. Learner Support Programme
5. Community Service Learning
6. Parental Empowerment and Engagement.

Tips for Parent on Learners' attainment of the core competencies:

Identify opportunities to practice the different competencies with your child.

As a parent or guardian, you are expected to partner with your child's school teachers and other educators in ensuring that your child achieves the competencies outlined in the new curriculum.

4.1. Structure of new Competency Based Curriculum (CBC)

The structure of the new competency based curriculum is organized in four main levels: Early years education, middle school education, Senior School education and Tertiary Education. It is also inclusive of the Special need Education component.

ORGANIZATION OF BASIC EDUCATION

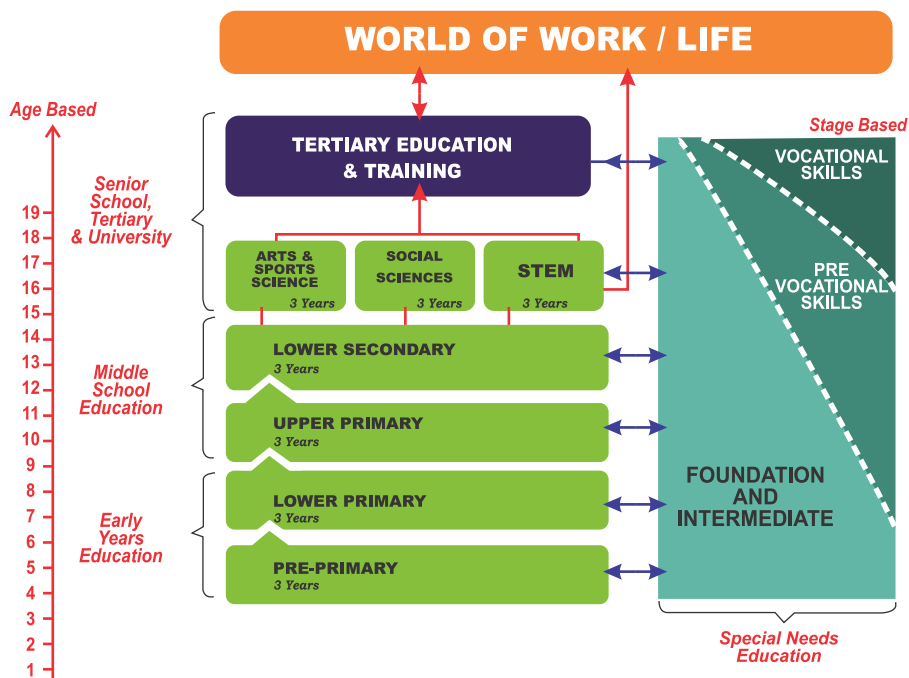


Figure 1: Organization of Basic Education (Adapted from KICD manual)

The **early years' education** will consist of **two years** of pre-primary education (Kindergarten and Nursery School) and **three years** of lower primary school education (1st Grade to 3rd grade).

Pupils will join the pre-primary level of education at the **age of four years** and will be joining **first grade at the age of six years**.

Before the age of four years, children will be enrolled in **day-care centers**. The caretakers will ensure that the children attain **oral skills, creativity skills, social skills, toilet training, behavior management, and movement activities**. This level will not make part of the basic education, it will be a **complementary level** to the early years' education.

Tips for Parent - Pre-School Education

When evaluating the day-care center to enroll your child, make sure that the day care has a policy that encourages your child to learn the basic skills before enrolling in the pre-primary level.

For children who will not be enrolled in a day care center, ensure that your child is socialized to attain the basic skills at home.

Read to your child even though they cannot speak or read on their own. Read a variety of books and encourage your child to build on his/her vocabulary at an early age.

Look out for letters and numbers while in and about the environment around you, when teaching letter, numbers, and sounds.

To encourage early literacy and communication skills among preschoolers, guide your child through pages, discuss the pictures and brainstorm on what might happen in the story.

Pre- primary education will consist of **three years** of lower primary school education (1st grade- 3rd grade). These are learners who are between 6-8 years old.

Middle School education will consist of **three years** of upper primary school education (4th grade- 6th grade). These are learners who are between 9 to 12 years old. At the middle school or what's commonly referred to as upper primary school, learners will be subjected to a national summative examination at the end of the 6th grade to transition them to secondary school.

Tips for Parent - Middle/ Upper Primary School Education

Organize with your child's class teacher for a day when you could visit your child's class to learn how the school has rolled out the curriculum.

Ensure you attend to your child's parent's day to learn more about the extent of curriculum roll-out in the school.

Ensure that your child is using ICT gadgets responsibly by supervising their usage of the digital devices. Use the various kids safe search engines such as kiddie, kids info, kids search etc. to ensure they don't interact with inappropriate information or images while using the gadgets.

Spend a few minutes every day with your child talking and listening to his/her concerns regarding what he/she learnt during the day.

Ask your child to “tell you something he/she learnt in school today” instead of the usual “how was your day?”

Discuss with your child a pertinent or contemporary issue currently being featured in the media

Engage your child in one or more activities on community service, health education, citizenship, sustainable

development or other issues within the community. For instance, you could inquire from your child the role of a citizen as regards to conserving the environment. You could also ask your child to provide examples of times when he/she has been a responsible citizen.

The Secondary school will include two levels: **Three years** of lower secondary school education (7th Grade-9th Grade). These are learners who are between 13 to 15 years old, and **three years** of senior secondary school education (10th Grade- 12th Grade) for learners who are between 16-18 years old.

The **Lower Secondary School** which begins at 7th grade and ends at 9th grade, will involve rigorous career guidance to enable the learners make informed choices in the senior secondary school.

The Senior Secondary School will lead learners into three pathways

- Arts and Sports Science
- Social Sciences, and
- STEM- science, technology, engineering and mathematics

Tip for Parent - Secondary School Level

Partner with your child, the teacher and the school, and any other educational consultant to guide your child in choosing the appropriate career that is in line with his/her interest, strengths, passion, and personality.

Rather than ask your child what he/she would like to become when he grows up; ask, what problem do you seek to find a solution to in this world. This will signal to them their invaluable contribution to the world and the response will enable them want to live a meaningful and purpose-driven life. It will also build on their problem solving and creativity skills.

Create time to introduce your child to different professions by visiting the various professionals at the work places. E.g. visiting the local clinic to interact with the clinical officers and doctors to learn what is involved in the practice.

Request your child's teacher to provide a merit and demerit report of your child's behavior at school by asking your child's teacher to provide you with examples of when your child has illustrated responsibility or respect when interacting with other children in class. This will encourage the child to develop leadership skills at an early age.

4.1.2. Subjects taught at every level

In the Competency Based Curriculum, **subjects will be primarily organized as activities**. In addition to learning the concepts, learning will be mainly through structured learning activities that are geared towards development of affective, cognitive, and psychomotor dimensions of learning. The affective dimension of learning involves the learning that emphasizes on feelings and attitudes towards education; cognitive learning emphasizes on acquisition of concepts; whereas psychomotor is the learning that emphasizes on the manual or physical skills. The competence of doing by hands. Some non-formal activities will include singing, dancing, reciting poems, club activities, games.

During the **early year's education**, there will be **five subjects** for pre-primary education: Language Activities, Mathematical Activities, Environmental Activities, Psychomotor and Creative Activities, and Religious Education Activities.

For **lower primary school** there will be **nine subjects** or activity areas: Literacy, Kiswahili language Activities, English Language Activities, Mathematical Activities, Environmental Activities, Hygiene and Nutrition Activities, Religious Education Activities, and Movement

and Creative Activities)

At the **middle school**; learners will be exposed to a broad spectrum of the curriculum so that they are given an opportunity for exploration and experimentation. The subjects for the upper primary school that begins in 4th grade to 6th grade will include: English, Kiswahili, Home Science, Agriculture, Science and technology, Mathematics, Religious Education, Creative Arts, Physical and Health Education, and Social Studies.

Foreign languages will be provided but are optional (Arabic, French, German and Mandarin). Learners will be subjected to a National summative examination at the end of the 6th grade to transition them to secondary school. A summative examination will be developed by KNEC.

The **lower secondary school subjects** will be grouped into two categories: *Core subjects and Optional subjects*. Core subjects (English, Kiswahili, Mathematics, Integrated Science, Health Education, Pre-Technical and Pre-career Education, Social Studies, Religious Education, Business Studies, Agriculture, Life Skills, and Sport and Physical Education.) The Optional Subjects will include (Visual arts, Performing arts, Home Science, Computer Science, Foreign languages, Kenyan Sign Language, and Indigenous Language) Learners will be expected to choose at least 2 subjects according to their personality, abilities,

interests and career choices. Pre-technical and Pre-Career education will involve providing career exploration activities to learners who will be joining the senior secondary school level. The students will be provided the exposure to and development of pre-vocational skills, and positive work ethics both at home and also in the industry.

The senior Secondary School will include learners who are aged between 16-18 years and it will lay foundation for further training and education at the tertiary level and the world of work. This will mark the end of Basic Education as defined in the Education Act 2013. At the **Senior Secondary School** learners will choose and begin their specializations in a career path of their choice. There will be three career pathways: Arts and Sports Science, Social Sciences, or STEM (Science, Technology, Engineering and Mathematics)

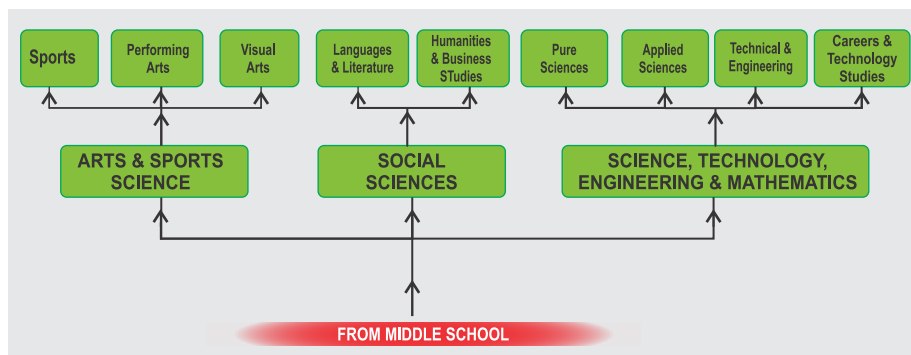


Figure 1.2. Senior Secondary Structure
(Adapted from KICD Manual)

All learners will be expected in the senior secondary school to **complete 135 hours of community service and physical education.**

The learners' assessment will constitute **project work, community service, and national examination.**

Tips for Parent - Subject/ Learning Areas (Middle School and Lower Secondary School)

Engage your child in one or more of the non-formal activities such as singing, dancing, debating, sporting etc. while at home to enable them know and nurture their talents.

Encourage your child to have an open mind as they explore the broad spectrum within the curriculum

Make sure you and your child do not have a fixed mindset on what subjects to explore, but to explore all of them with an open mind, with a goal to learn what they constitute.

Provide opportunities for the child to engage in all the subjects during the school holidays. Ensure that all subject areas are taken care of through use of structured time tabling during the school holidays.

Encourage family discussions of books, newspapers, magazines, and TV programs to contextualize what they learn in school with what happens outside of school.

Take time to visit educational facilities such as libraries, museums, Zoos or other places where learning is a family activity.

Encourage family games that enhance the learning of new words, new ways of solving mathematical problems etc. such as scrabble, monopoly, newspaper word search etc.

Engage your child with a family chore that requires that they utilize what they learn in school to complete the chore. E.g. learning how to cook a new recipe, taking care of a pet animal such as a rabbit or chicken, doing gardening work, etc.

Tips for Parent -Subject/ Learning Areas (Senior Secondary School)

Engage with your school to find out how the pre-tech and pre-career education will be delivered.

Provide opportunities to your child to explore various career options by providing them opportunities to experience different fields of work.

Encourage your child to explore their personality skills sets, abilities and interest to identify their strengths and capitalize on them.

Inquire from your child's school, the type of project work,

community service and other assessment to be done.

Encourage your child to engage in a community service of their choice every holiday e.g. organizing to clean up the city, visiting the sick in the hospital, visiting the prison, visiting the zoo, providing food for street children etc.

Encourage your child to participate in community engagements and to serve in your local church to learn more on their interests, abilities, and areas of service.

Assist your child to identify a mentor within the area of his/her specialization to learn more about the vocation skill sets needed in that specialization.

Encourage an entrepreneurial culture in your child, by probing ways in which they can use the skills learnt in the school or in the classroom to develop products or to provide services that they can offer at a fee.

Special Needs Education Component

The curriculum is inclusive of the Special Needs Education component; some learners with special needs may follow the regular curriculum whereas there are those whose needs may not be met by the curriculum.

SPECIAL NEEDS EDUCATION CURRICULUM MODEL

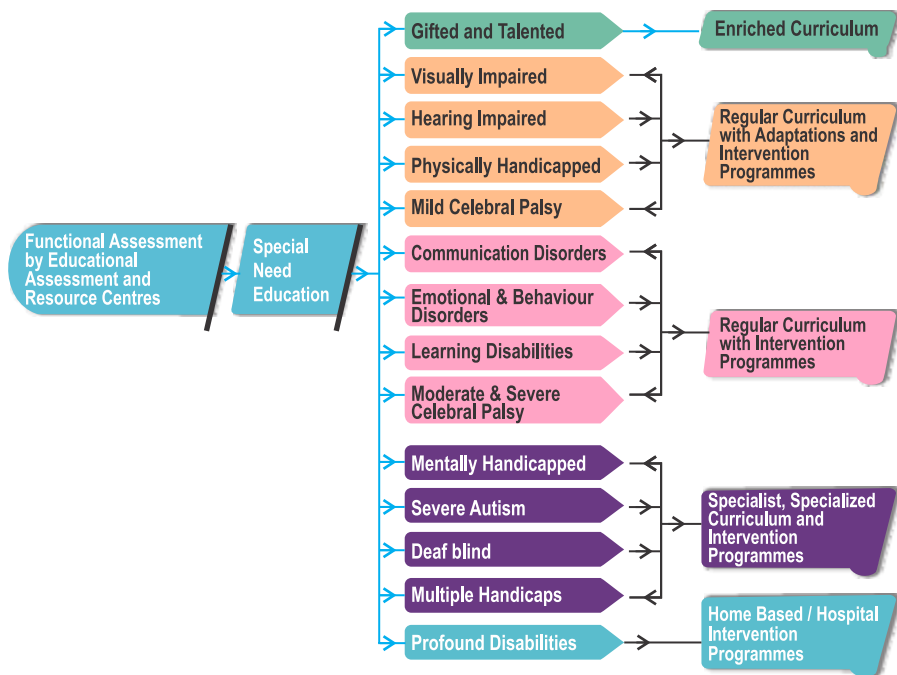


Figure 1.3. Special Needs Component

(Adapted from KICD manual)

One of the principles of special education is that rehabilitation is most effective if the disability is identified as early as possible and possible interventions through education and training are provided. In Kenya, there are 17 education assessment resource centers established by

the ministry of education.

Tip for Parent - Special Needs Education

If you have a child with special needs, identify an education assessment resource center within your county, to provide you with information on how your child can be assisted.

The education assessment centers assist in testing the child for disability and also provides the parents with the needed information on the various interventions that can be provided to the child.

4.1.3. Delivery and Assessment of Competency Based Curriculum (CBC)

Delivery of the curriculum involves the process through which learners interact with the designed curriculum.

An assessment is a tool used to evaluate the learners' acquisition of knowledge, skills, values, and attitudes in a school setting. It may involve assessment tasks, response rubrics, scores and statistics about what students can do or have accomplished. Assessment will be formative, meaning will be done in the course of learning through classroom interactions, quizzes etc., The assessment will also be summative, meaning it will be done at the end of the class session to measure the competencies achieved

after a period of time, the summative examination will be offered by KNEC.

4.1.3.1. Delivery of the curriculum

The learning process will be student centered with the teacher assuming the facilitators role. Learning will be mainly experiential. Parents will need to partner with the schools and teachers in providing learning experiences and linking them to the learning outcomes that are delivered in the classroom.

Delivery and classroom assessment will be used using the “Key Inquiry Questions” this is the approach in which the teacher uses questions to probe the learners thinking in order to allow them to create information using their own words and understanding.

The inquiry method involves asking questions that do not require Yes/No answers; the six typical question word include: Who, What, Where, When, Why, and How? Parents should encourage that questioning and learning technique when with their children at home.

Learning Resources

The delivery of the course content will focus on learning resources rather than teaching aids. Learning resources



will involve any material that helps to facilitate the teaching and learning process. They may include charts, models and the immediate environment. The aim of learning resources will be to prompt the learners reasoning and facilitate the development of competences such as critical thinking, problem solving, creativity and imagination, collaboration, self-efficacy etc. Sometimes learners will be expected to bring to the classroom the different learning resources to be used during the class

Lesson Plans and Learning Outcome

Teachers will be expected to develop lesson plans for various activities within the classroom session. A typical lesson plan will include the learning resources to be used, the core competencies and values to be learnt during the lesson, the lesson will include different types of media such as video clips, newspaper cuttings and photographs to illustrate the concepts being delivered in the classroom.

Individualized Education Plan

Parents will work with teachers and learners in developing an individualized education plan to facilitate the learning process. The individualized education plan will be an

ongoing interactive practice between the teacher and the parents mostly done during the learners' open day.

The individualized education plan is a document that outlines the child's learning needs, the services to be provided by the school and how the progress will be measured.

An individualized education plan may include the child's present level of performance versus the child's annual educational goals, any education support to be provided to the child to reach the learners goals, assessments to measure progress and the transition plan from one level to another.

Tip for Parent for Inquiry Based Technique

Use the Inquiry based technique when having conversations with your child. This involves asking questions that require a more elaborate answer rather than the typical “Yes and No” answers. This will enable your child create his/her own information through the inquiry method.

Tip for Parent for Individualized Education Plan

Ask your child's teacher to provide you with the template adopted in their school so that you can partner with in

preparing the IEP (Individualized Education Plan) on it together.

Tips for Parent for learning resources

Ask your teacher to inform you of the learning outcomes that are to be delivered during the class session so that you can prepare the learning resources for learners to take to the classroom in time.

During free time, develop various learning resources with your child from various sources such as newspaper cuttings. You can also develop paper collage using old photographs as a way of creating memories with your child but also as a way of learning creative skills.

Provide variety of learning resources to your child at home to enable him or her gain the competence learnt in school. E.g. for mathematics activities, encourage the use of different items within your home such as bottle tops, to enable the child learn how to count.

Develop various learning resources with your child such as multiplication tables and use them to decorate your child's room so as to encourage learning as a fun activity.

Request the teachers to share the learning outcomes to be covered within a week so that you can organize the learning

experiences around those outcomes.

Emphasize on good study habits and good attitude towards school by expecting that the child does their best and takes responsibility for their actions.

Praise your child for real effort and good attitudes about school work. Identify incentives that matter to the child and that encourage a learning culture from an early age.

Learning will be mainly experiential, hence as a parent you should model good habits to your child such as efficient time keeping, use of proper communication, use of proper etiquettes and model politeness and courtesy while talking with your child.

4.1.3.2. Assessment of the Curriculum

KNEC (Kenya National Examination Council) will be involved in developing policies and guidelines related to classroom assessment, grading, and reporting from Pre-Primary to 12th Grade for both formative and summative examinations to ensure there is consistency between different schools.

The assessment will be formative and continuous and more students centered that gauge learners by their individual abilities and career goals. At various grade

levels, summative examinations are likely to be administered to measure the competencies achieved over time.

Before transiting to 7th grade, formative assessment will make up 70% of the grade whereas 30% will be from the summative examination developed by KNEC.

A national assessment summative examination developed in conjunction with KNEC will be done on the 6th grade to evaluate the level of learning by learners before they transit to 7th grade

80% of the assessment will be based on the learners mental ability to process issues critically, through judgment, reasoning, and interpretation of issues, whereas 20% will evaluate the learners acquisition of concepts.

Learning both in class activities and assignments will be done collaboratively through individual efforts and teamwork.

Learners will be given Extension Work rather than homework. Referring to extended work beyond the classroom.

Assessment will focus on learners' ability to apply knowledge and skills within a defined setting.

Assessment will be done through rubrics, portfolios, observation schedules, checklists and rating scales, capstone projects, journaling, oral question and answer sessions and progress report cards

Tip for Parent on Learners' Assessment

Your child is likely to be given an extension work that requires that they develop some psychomotor skills such as fine motor skills, encourage your child to do the extension work by him/herself. The role of a parent will be to provide supervision and not to do the assignment of the child.

The parent should use the Key Inquiry Method, to find out from the child, his/her ideas of how the assignment is to be done.

Encourage your child to work collaboratively with his/her siblings, relatives, or friends by asking them to develop a project as a team; this will enhance problem solving skills, team work, and foster creativity among the children.

Engage with your child's teacher to evaluate your child's progress through the different competencies as indicated in the various progress reports.

Encourage your child to journal their experiences as this will enable them to improve on communication skills.

From time to time, engage with your child's teacher to find

out what the child needs to do to enrich his/ her portfolio.

Develop projects portfolios with your child by having a file folder in which the child organizes his/ her projects such as paintings, coloring work, crosswords, stories etc.

Learner Profiling Assessment

Once the teacher has evaluated a learner, the teacher will develop a profiling assessment tool for each learner using the information obtained from the observation checklists, learners journals, portfolios, involvement in class projects. The records will be tabulated alongside the learner competencies achieved during the period of study.

Profiling assessment tool is a form of rubric used to measure the extent to which a competence is attained within a scale range. Is a record of each learner using information obtained from a variety of assessment tools.

A portfolio is a file or binder that holds samples of the individuals learners work such as paintings, coloring work, beadwork, short reports, photos, drawings etc.

Example of a profiling tool:

Performance	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations
Legibility: Daily Work is printed legibly	Consistently uses proper letter sizes and formation	Demonstrates knowledge of and uses proper letter sizes and formation.	Uses proper letter size and formation but not consistently proper letter size and formation	Rarely uses proper letter size and formation (e.g. reversals, mixed upper and lower case)
Organization: Organizes the layout of written work e.g. left to right, top to bottom, using margins etc)	Consistently and independently uses proper spatial page orientation	Consistently use proper spatial page orientation	Does not consistently use proper spatial page orientation	Seldom uses accepted conventions for left to right, top to bottom orientation
Spelling: Correctly spells grade appropriate words	Consistently spells 1 st grade words. Skills evident when spelling unfamiliar terms	Uses 1 st grade words appropriately	Uses 1 st grade words appropriately, but correct spelling is inconsistent especially when spelling unfamiliar word	Rarely uses and spells 1 st grade words appropriately ad minimal use of phonics skills when spelling unfamiliar words
Displays knowledge of phonics when spelling	Consistently displays knowledge of phonics when spelling unfamiliar	Displays knowledge of phonics when spelling	Shows some application of knowledge on phonics when	Seldom displays application of the phonetics

Table 1.3. Example of a profiling Tool
(Adapted from KICD Facilitators Manual)

Sample reports could take different forms. Below are some of the examples of sample reports to expect from your Childs school.

Example 1: Sample reports

Name of the Pupil.....James.....

Name of the School.....Nairobi Primary.....

Grade level.....1st Grade.....

Language Activities

Report of Progress

Competency Area	Criteria based on Expected Outcome)	Comments	Maximum Score	Actual Score
Language Activity	<p>The learner is expected to demonstrate subtraction by:</p> <p>a. To print daily work legibly</p> <p>b. To organize the layout of written work</p> <p>c. To spell correctly</p> <p>d. To display knowledge of phonetics</p>	<p>James:</p> <ul style="list-style-type: none"> • Can print daily work satisfactorily (meets expectations- 3 points) • Can organize the layout of written work excellently (Exceeds expectations (4 points) • Can Spell some words correctly most of the time (approaching expectations * 2 points) • Has little knowledge on use of phonetics (Blow average- 1 point) 	16 points	10 points

Table 1.4. Example 1 Sample Report

Name: Bidii MpendaKazi Class: PPT2 Year 2017

Term: 3 Age: 5.8 years

Learning Area	Skills	Performance Indicators
Language activities	Articulation of sound	The learner can recognize letter b, c, and g sounds
	Tracing	The learner adequately traces patterns but misses out on contours
	Coloring	Confuses color green and yellow
	Pattern Writing	Writes a pattern but does not maintain the line

**Table 1.5. Example 2 Sample report
(Adapted from KICD Manual)**

Tip for Parent on Learners Report

Review your Childs report with the class teacher to identify areas of strength and deficiency, and identify ways in which the child can be assisted both at home and in school.

Talk to your child about his/her strengths by evaluating ways in which you can minimize on the weaknesses and enhance on the strengths. For instance, if your child has difficulties in languages such as communicating both orally and in written format the Kiswahili language, encourage him/her to watch the news delivered in Kiswahili, identify Kiswahili books to read at home, and encourage the speaking of Kiswahili at home by dedicating a day in a week to only speak in fluent Kiswahili.

5.1. Learning Resources and Textbooks

As regards to learning resources, the emphasis will be on learning resources and not on teaching aids as was earlier indicated. Learning resources will involve any material that helps to facilitate the teaching and learning process. They may include charts, models, and the immediate environment. The learning resources make it easier for the learner to remember and relate the concepts.

The aim of learning resources will be to prompt the learners reasoning and facilitate the development of competences such as critical thinking, problem solving, creativity and imagination, collaboration, self-efficacy, etc.

- KICD is involved in reviewing and approving the new books to be used in delivering the new curriculum
- Various publishers including Oxford and Longhorn have already published the books for the new curriculum and are already out for sale in the bookshops

Tip for Parent

KICD has provided an approved list of books to be used for early year's education. Inquire from your school the list of books to be used in the different grade levels.

6.0. Developing a Parents/School Relationship that Supports Children's' Learning

Family Expectation

- Ensure that priority is given to school work and reading over television and recreation.
- Manage the amount of screen time that your child is exposed to. Minimize the use of gadgets to no more than 2 hours in a day or one hour a day for children below six years of age. Ensure that you supervise the content that your children is exposed to while online.
- Develop a routine of family life by setting time schedules that provide for consistency as regards to meal time, bed time, homework time and outdoor or exercise time.
- Set a regular study time and identify a quiet place to study or read. The reading area should be quiet and well-lit and should exclude all forms of distraction. Such as phones, play items and TV.
- Expect your child to read or study for at least 10 minutes per grade level. For instance, a child in third grade should be able to sit still and study for at least 30 minutes.

- Encourage a positive attitude towards homework/extension work; encourage your child to attempt the homework given on their own and provide guidance to them (do not do or ask your nanny or help to do homework for your child)
- Ensure that the child has enough supplies such as pens, papers, and dictionary and are accessible to the child during the study time.
- Set a good example by doing some of your own “homework” while your child studies, such as reading, writing, paying bills etc. This will give the child the support and also mirror to the child on good study habits.

Communication

- Attend the Parent- Teacher conferences. Make sure before attending the meeting, you go prepared with a set of questions to discuss with the teacher about your child
- Ensure that the teacher knows that you are keenly watching your child's study habits and attitudes towards school
- Ask your child's teacher to provide suggestions on what you can do to facilitate the learning process



of your child. Inquire if there are ways in which you can partner with your school to provide your resources or expertise to enhance the learning process.

- Be a part of the team involved in developing your child's individualized education plan
- Check your child's diary daily and respond to the queries asked by the teacher
- Check your school bulletin board and fliers for new information.
- Develop a respectful relationship with your child's teacher, by acknowledging the efforts done by the teacher for your child.

Involvement in School and Community

- Attend and participate in school activities such as sport. The events gives an opportunity to engage with other parents and also it encourages your child to engage in them too.
- Attend parents' education programs that assist in helping raise your children. Especially those offered in your local church.
- Be connected with other parents by engaging with



them on the various platforms that have been prepared by the school such as classroom WhatsApp groups etc.

- Volunteer or help in your school. For instance, if you are a professional in a certain field, you can mentor and tutor children as a classroom facilitator so that they learn what is involved in that field of work.
- Collect and donate materials for class and school projects
- Assist the school management in making important decisions regarding the welfare of the learners by serving in the school committees such as PTA's etc.
- Ask questions about policies that you don't understand about the school.
- Volunteer with your children whenever the school requests that you do, to help in the community e.g. feeding children programs, visiting children's homes, cleaning the town etc.

7.0. Parents Practices and Strategies to enable learners learn: The ABCs of Parenting

Parenting is one of the hardest jobs you will ever do, with the greatest reward of pure love; children are a blessing and a gift from God. Sometimes as parents, we often wonder if we are doing it the right way, we are confused and worried that we may be falling short in some way in our parenting; however, the Bible assures us that, as parents, if we try and do our very best, and we guide our children through love in the ways of the Lord, they will turn out right. God's word is true and it can be trusted, so we can trust God to provide us wisdom to partner with Him in guiding his children as we steward them to fulfil their destiny.

Proverbs 22:6 Train a Child in the way he should go, and when he is old, he will not depart from it (KJV).

The following is a list of ABC strategies adapted from various parental guides. The list is not exhaustive, identify other ways in which you could engage with your child to maximize on their outcomes.

- A.** Accept and value yourself and your child. Be Available, Affectionate and Attentive; pay attention to what your child loves.

- B. Be consistent, honest, fair, and firm as you relate to your child; be a role model for learning.
- C. Concentrate on your child's strengths, comment on them, and have daily conversations on them
- D. Develop routines, expectations, and family traditions at an early age
- E. Encourage your child to own his/her mind through discussing ideas and goals and expressing their belief freely; encourage an inquisitive mind in your child at an early age.
- F. Forgive your child's mistakes and use them as opportunities for learning.
- G. Go with your children to places where learning is a family activity such as libraries, museums, zoos, etc.
- H. Help your child feel safe and secure and help develop family involvement policies in your child's school
- I. Interest your child in work by involving him/her in household chores and complimenting his/her efforts
- J. Joyfully take pleasure in the gift of parenting by enjoying every phase of your child's life
- K. Keep negative and harsh criticisms to yourself; be



knowledgeable about what your children watch on TV, be knowledgeable about their school achievement and personal growth.

- L. Learn from your child; tune into how your child learns; practice what your child learns in school at home; connect what your child learns in school to everyday life and to the world; partner with the teachers to develop an individualized learning plan for your child.
- M. Model by example those qualities you want your child to have
- N. Notify your child's teachers about anything you learn about your child at home
- O. Offer choices, allow your child to make decisions on some of the issues that affect them. E.g. choice of dressing, food, chore, to ensure they learn to make appropriate choices at an early age.
- P. Problem solve with your child, listen carefully to his/her thoughts, concerns, and feelings; be positive your attitude towards your child can make or break your child. Pray for your child without ceasing; be purposive and intentional in your parenting style.
- Q. Quit blaming, shaming, and threatening; quietly

discipline your child to help correct the behavior and not to shame their persona

- R. Respect your child's right to grow at his/her own pace without being pushed or compared to others
- S. Show affection to your child from hugs, praise, and special times together; share family stories and traditions; this will give the child a sense of meaning and belonging; speak out for children's rights in the local community.
- T. Talk to your child; your child's teacher and other caregivers such as the child's pastor often; take time to read to your child from an early age to instill the love for books and learning at an early age.
- U. Understand your child and be compassionate. Understand your child's world; his/her friends, activities, games, interests, music etc.
- V. Value honesty, kindness, dependability, trustworthiness, truthfulness among other important virtues. Strive to raise a virtuous child. Volunteer and help in your child's school, church or local community.
- W. Work through problems as a family. Work towards attaining a Win-Win Scenario in all situations; watch



your child for signs of frustration or failure and let them take a break or talk through the difficulty.

- X. eXamine your attitude towards your child. Lead by eXample;
- Y. Yield to professional advice concerning healthy living habits
- Z. Zealously participate in a variety of family traditions and activities and also in school activities. Such as sports day, talents day, academic days etc.

8.0. Conclusion

Learning is a lifelong process. According to Henry Ford, an American Industrialist, “Whether you think you can or you can't, -you are right; anyone who stops learning is old whether at twenty or at eighty. Anyone who keeps learning stays young.” As parents, we need to partner with our children in this journey of learning. Learning begins early with a child's brain and attitudes formed within the first five years of a child's life. Learning starts at home, the child's first educator is the parent. Policy makers are tasked with bringing on board policies to guide the delivery and assessment of the curriculum, however if the school communities, teachers, parents, and guardians are not provided the guidance and support to partner in ensuring the educational goals are attained, then those policies will have no benefit to the child, school or nation. It is the role of each and every one of us, at our different capacities to ensure that we partner and leverage in parenting and raising the young generation.

We cannot be by-standers, we have to be purposively, involved, engaged, and empowered in supporting our children each and every step of the way. As parents we are stewards of our children, it is our primary duty and responsibility to ensure that we help our children in leading purpose-driven lives.

Disclaimer:

The guide is developed using materials provided within the KICD facilitators' manual, newspaper excerpts on the new curriculum, and the Basic Education Framework. The presentation of the material in this guide reflects the authors understanding of the manuals provided and the newspaper excerpts sourced. Its intent is to guide parents on how to partner with their children, teachers, and the schools to enhance their children learning outcomes. We have made every effort to ensure that the information provided in this guide is correct at the time of publication however, the content is subject to change within the discretion of the ministry of education or other relevant parties.

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