



Report of KSSHA 42nd Annual National Conference held at Wild Waters, Mombasa

June 19th - June 23rd, 2017



THEME: EDUCATION REFORMS IN KENYA, WALKING THE POLICY TALK

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CHAIRMAN REMARKS

By Mr Indimuli Kahi, National Chairman, Kenya Secondary School Heads Association, and Chief Principal, Chavakali Boys High School

Colleagues, I welcome you to our 42nd annual national gathering in Mombasa.

We are meeting at an important point in in our country and more so in regard to education. As you are all aware, the drive to introduce a new curriculum is on top gear. This is an initiative of stakeholders, not only in education, but as a nation at large.

The need for a new Curriculum cannot be overstated. As a nation we are grappling with massive unemployment of our youth, a situation that has largely contributed to the rise in crime, drug abuse, poverty, promiscuity among other social evils in many parts of our country. These ills are a pointer the current education system is not responsive enough to the needs of our country. This is the reason why as an association we are supportive of the new curriculum that is envisaged to be a holistic approach to ensuring we produce graduates who are able to be self-reliant and active players in nation building.

Nevertheless, the successful implementation of the new curriculum requires the full support from all stakeholders, and it is in this regard that I call on the key drivers to have an all-inclusive approach in this important endeavour. We as school heads we are ready to fully play our role to ensure that the new curriculum is a big success and be part of this history-making process.

As an association we express our gratitude to all those who took part in the conduct of last year's KCSE and KCPE for bringing back credibility to our national exams. We will continue supporting efforts that ensure our education system is of the highest standards internationally

Ladies and gentlemen, as an association we laud the Government for the continued support to us in running schools effectively and efficiently. The subsidies we receive have played an important part especially in cushioning students from poor backgrounds. We are however urging the Treasury to be releasing funds in time, preferably a week



before schools re-open, in order to ensure school programmes are not interrupted by lack of funds.

As principals we are also looked up to be at the fore front in promoting national cohesion and peaceful co-existence among students, teacher, and support staff and in the neighbourhood. Let us put measures in our institutions to ensure that the monster of ethnic hatred does not raise its ugly head in our schools. Let us also conduct ourselves beyond reproach in our social interactions so that we will be able be listened when we preach peace and talk against evils of ethnic hatred and violence. KESSHA stands for peaceful Elections 2017.

I take this opportunity to wish those of us who have opted to join politics all the best in their endeavours.

Colleagues, I am proud to report that we had a successful Student Leaders National Conference in April at the Bomas of Kenya, marking the continued strengthening of involving learners in running of schools. This is one of key achievement initiated by KESSHA and we are delighted to be at the forefront in inculcating leadership values and democratic practices among the young people.



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RESOLUTIONS BY KENYA SECONDARY SCHOOL HEADS ASSOCIATION DELEGATES DURING THE 42ND ANNUAL NATIONAL CONFERENCE HELD AT WILD WATERS, MOMBASA FROM JUNE 19th – JUNE 23rd, 2017

- 1 KESSHA supports peaceful Election 2017 and promise to abide by the Ministerial requirement of being politically non-aligned and keeping our schools and resources free from politics and political activities.
- 2 To support the on-going Curriculum reforms and commit to continue playing our role in ensuring successful implementation of the New Curriculum.
- 3 Appreciate the close working relationship with the Teachers Service Commission (TSC) and the reforms it has initiated in recognition of the important position occupied by principals. In return we commit to fully play our role as the Executive officers of our respective schools, put resources into proper use and handle other responsibilities expected of us.
- 4 To support Teachers Service Commission's (TSC's) efforts in protecting principals and teachers from emerging issues and urge the commission to take into account security and safety of teachers and principals in the on-going de-localization process.
- 5 KESSHA will continue supporting the implementation of performance contract and TPAD. In order to make this process a success we appeal to TSC to continue providing resources, training and other support to principals.
- 6 KESSHA will continue to support the Kenya National Examination Council (KNEC) and other agencies to ensure the integrity of national examinations is restored and safeguarded.
- 7 We support efforts to promote safe reproductive health for young adolescents, eradicate stigma against HIV Positive students and staff members, and eliminate Female Genital Mutilation (FGM).
- 8 We commit to continue cooperating with security agencies to tackle violent extremism in schools and communities.
- 9 We undertake to be role models in promoting integrity and high value systems in our respective schools and communities.
- 10 KESSHA commits to continue creating learner-friendly schools for effective Curriculum delivery.
- 11 KESSHA calls on TSC to harmonize the medical scheme for teachers by removing the confusion arising from the usage of both AON and NHIF cards, ensure AON card is acceptable in most hospitals across the country, and also disclose charges incurred upon getting services.
- 12 Support the recommendation by the Ministry of Education for the review of Basic Education Act to remove students from Boards of Management and reduce the number of board members.
- 13 The classroom teacher should be empowered with all the tools so that he/she can exercise effective Curriculum delivery.
- 14 We shall ensure that student's participation in school administration is well monitored and guided by both teachers and principals.
- 15 Appreciate the signing of the Collective Bargaining Agreement (CBA) in which the Principal has been clearly elevated and request for smooth and efficient implementation of the same.
- 16 KESSHA in conjunction with TSC will undertake the establishment of Principal's code of conduct.

CONFIRMED BY:

CHAIRMAN

DATE.....

SIGN

SECRETARY.....

DATE.....

SIGN.....

PRESIDENT'S SPEECH

The Government's policy on education is aimed at enhancing access, equity and quality at all levels. This is as guided by the Constitution that provides for basic education as one of the fundamental rights of every Kenyan child.

Today, I join you during the official opening of 42nd Secondary Schools Principals Conference to reflect on the achievements and challenges you face in schools as teachers and leaders entrusted with the management of our secondary schools. This conference is not just important in bringing together like-minded professionals but also as a time to reflect on school leadership in the 21st century. I have a lot of confidence and trust in your leadership to nurture the youth of this country to become good citizens and role models. I thank you for the patriotic act you do to keep our schools running with a lot of sacrifice.

The Government's policy on education is aimed at enhancing access, equity and quality at all levels. This is as guided by the Constitution that provides for basic education as one of the fundamental rights of every Kenyan child. The Government has therefore endeavored to observe, respect, protect, promote and fulfil these rights.

My Government's objective is to ensure equitable and affordable education services by mobilizing resources for sustainable and efficient delivery of relevant education. Sustained increase in access to education is now evident at all levels of the education system. Furthermore, access to and completion of secondary education is a major contributor to individuals' and national development. That is why much more needs to be achieved in terms of quality and equity as well as governance and accountability. For this reason, my administration has embarked on a comprehensive and ambitious agenda to address issues of governance and accountability so as to radically improve efficiency in resource application and management.

The education sector takes the lion share of Kenya's total public spending. Over 60% of the Ministry of Education spending is towards teachers' salaries while 20% funds the Free Primary Education (FPE) and the Free Day Secondary Education (FDSE) programmes. Kenya is the 7th largest funder of Education in the world with a budget totaling over Ksh.300 billion annually. Let us ensure prudent use these resources in delivery of education services.

Delegates, ladies and gentlemen, Information, Communication and Technology is a major priority

to transform the country into a knowledge-based economy. You are all aware that this Government planned to socialize our children at a young age on the matters of Information Communication Technology (ICT). The Government Digital Literacy Program took off in primary schools with the provision of 800,000 devices distributed to over 18,000 primary schools and over 60,000 teachers trained on ICT skills to support the digital learning experience. This has been complimented with electrification of over 23,000 primary schools connected to the national grid with extended benefit of connecting over 1.2 million households with electricity. In addition, my administration has connected over 26,000 new streetlights in a number of urban centers, which was my initiative to improve security and make the 24-hour economy a reality and offer better service for the business community and their customers. Likewise, we established Huduma centers to decentralize access to government services to the local community.

At secondary level, my Government has continued to allocate funds for ICT integration in education to empower students with necessary skills for ease of communication on digital platform which was one of the pledges I promised Kenyans as their President. All the 103 national schools were issued with smartboards as a first step in enhancing online interaction as we move towards digitization of our learning processes. I expect the same level of funding on ICT to be available to the ministry of Education in 2017/2018 financial year to reach out to more schools. In the dispensation of the new curriculum, knowledge in ICT skills becomes handy in the learner-centered teaching process. I urge you as principals of secondary schools to embrace ICT as a useful tool of curriculum delivery and re-brand your institutions to operate on digital platform.

The road map for the future of education sector as one of the social pillars is articulated in vision 2030 which aims at transforming Kenya into an industrialized middle-income country by providing a high quality of life to all its citizens in a clean and secure environment.

We are all aware that this is possible through focusing more on science, technology, engineering





and mathematics (STEM) in our education system through curriculum reforms, which my Government initiated last year. STEM-related subjects such as Physics, Biology, Chemistry and Mathematics have performed poorly at national level in assessment of KCSE for a long time in this country in most secondary schools. The performance quality indicators often place the overall performance in STEM subjects in the lower quartile characterized with low performance index in Mathematics, low enrolment of students in Physics which usually has less than 30%, and low performance of girls tilted in favour of boys.

Likewise, at the University level only 22% of students in tertiary institutions in this country are pursuing STEM related courses and this calls for your concerted efforts as leaders to ensure that there is effective learning taking place in your institutions.

I am aware that the Teachers Service Commission has embraced and implemented performance appraisals for teachers and performance contracting for Principals and Headteachers. This is indeed commendable and I ask you principals to support

this initiative that makes your work as a manager more efficient. The commission needs to invest in capacity building of the managers to reap more gains from this initiative. Little can be achieved if there is no effective supervision of curriculum implementation to address challenges in teacher-student classroom interaction such as inadequate preparation of lessons and absenteeism by subject teachers and students.

I am also aware that we have not done well in teacher distribution leading to understaffing and overstaffing in some areas. I direct the TSC to rationalize teacher distribution in all counties so as to avail teachers to those currently disadvantaged. In addition, the Government will continue allocating funds for employment of teachers in both primary and secondary schools annually to cater for natural attrition and shortages.

As we speak, my administration has allocated funds for recruitment of 5,000 teachers across the 47 counties to address current shortage of teachers of which 2,205 and 2,795 teachers will be posted in primary, secondary/post-secondary institutions respectively.

PRESIDENT'S SPEECH

My Government has now embarked on addressing curricula reforms for all levels of education following the recommendations from key stakeholders on curriculum reforms. The new curriculum which is competence based radically halter how we view academic and talent of our young children.

It will strive to maintain high standards that Kenyans deserve and to make certain that our qualifications are globally acceptable, competitive and credible. In pursuit of this, the new curriculum will emphasize continuous assessment as opposed to current one-off final exams. It will also incorporate emerging issues and problem solving for the graduates to fit in this ever-changing world by empowering the youths with knowledge, skills, competences as well as lifelong learning disposition to meet the human capital needs of the 21st Century of this country. I am aware that the Ministry of Education is currently piloting the new curriculum targeting over 30,000 learners drawn from the 47 counties.

The ministry has also trained teachers on ICT skills and implementation of the curriculum, which will be reviewed at various levels of students' academic life. I urge you to be ready for the implementation of the curriculum when it will be rolled out at secondary level.

My Government is committed to providing relevant and quality education at all levels by ensuring that the credibility of our examination certificates should never be in doubt. As Principals, you are aware that cases of examination malpractices have been reported in this country in the past years when examinations results are released. These malpractices have psychological torture to students, a waste of Government and parents' investment in education. They also have the potential of eroding the country's quality of education standards in a competitive job market at national, regional and international levels.

To address this menace, my Government directed the Ministry of Education to put in place stringent measures that would curb examination irregularities in KCSE and KCPE that appeared to have been accepted norm orchestrated by some unscrupulous individuals out to make selfish gain. I want to



commend the Cabinet Secretary and the Board of Kenya National Examination Council for the good work done last year to curb leakages and cheating in national examinations through mobilization of resources and personnel. I also thank you Principals for keeping the promise you gave me last year on this matter. I salute the chair of your association for supporting the initiative and rallying his team. Kenyans expect even a higher level of diligence in the national examinations this year.

This country in the recent past experienced a wave of students' unrest in secondary schools that resulted in massive destruction of infrastructure and in some cases loss of human life. Cases of students bullying fellow students have been reported.

My administration recognizes and observes the rule of law as articulated in the Kenya Constitution 2010 and other existing legal framework and all citizens are expected to abide by these laws. Similarly, we will not tolerate lawlessness in schools. I expect you and your Board of Management to put in place strong administrative structures which are friendly to students, teachers, parents and other



stakeholders in your management.

I am aware that the report of the Task Force on student's unrest has identified factors such as: drugs and substance abuse by students, kiosks and bars next to schools, transferred students with bad records, porous perimeter fences, poor leadership styles and misappropriation of resources.

As teachers and managers of our schools, you should be able to adopt a more participatory leadership approaches and create friendly learning environments to students. Be ready to handle the emerging issues like drug and substance abuse, betting and radicalization. You should be able to detect early warning signs of students' unrest and take necessary preventive measures to pre-empt the strike and bring school back to normal life.

May I also remind students of their duty to remain discipline for their own good and utilize the immense national resources invested in the sector.

Since independence of this country in 1963, the education sector is still faced with challenges that inhibit transition rate from primary to secondary

education level, access and participation, equity, relevance and quality education in secondary schools despite Government interventions to address them.

Such challenges include:

- Inadequate infrastructure
- High cost of secondary education;
- High dropout rates and repetition of classes;
- Poverty;
- Gender and regional disparity in distribution of resources
- Retrogressive cultural practices
- Long distance to schools;
- Harsh climatic environmental.
- Insecurity;
- Drugs and substance abuse

In order to further address these challenges, the government as continued to allocate resources to

PRESIDENT'S SPEECH



meet the cost of education with direct benefit to the needy. Currently, the Government has increased capitation from Kshs 10,265 to Kshs. 12,870 per student in secondary school. My Government is taking a bold step to roll out complete Free Day Secondary Education from January 2018.

In order to fully realize this, accurate enrolment data is vital. This will be addressed by the National Education Management Information System (NEMIS) which I have the honour to launch this morning. This will enable every pupil/student to be assigned a Unique Personal Identifier (UPI). The benefits of the UPI will be many, chief among them:

1. Track the movement of a student within the system;
2. Manage admissions and transfers of learners;
3. Provision of accurate data for planning;
4. Prevent fraud and impersonation;
5. Proper allocation for resources

I am instructing the Cabinet Secretaries for Education, Devolution and Interior and Coordination of National Government to fully implement the system with immediate effect.

My Government will continue with the objective

of increasing access to basic education by improving the transition rate from primary to secondary education. We have initiated a dedicated program of 100% transition by funding the upgrade and expansion of facilities in secondary schools so as to accommodate more students in an enabling learning environment. To this end, my administration allocated Kshs.5.8 billion shillings to construct over 2000 new classrooms, 1000 science laboratories and 1000 ablution blocks. Likewise, the Teachers Service Commission and the Ministry need to ensure sufficient teachers are available for the expected increase in enrolment.

Kenyans have high expectations on each one of you to teach our children and show them how to compete in this globalized world. This means our standards of leadership in schools must be exceptional. If we let our standards fall, we shall have failed the young generation entrusted on us and our country too. Let's all focus on strengthening institutions and ensuring sustained quality education. The country goes to elections in the month of August. We have a duty to ensure that our learning institutions are secure and free from any form of politicking.

Finally, I wish you fruitful deliberations as you share your work experiences and officially declare the conference open.



OVERVIEW OF THE SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)



Project Development Objective

- To improve student learning in secondary education and transition from primary to secondary education, all in targeted areas.

Key Performance Indicators

- Average student test score in science subjects at Form 2 at public schools in targeted sub-counties
- Average student test score in mathematics at Form 2 at public schools in targeted sub-counties
- Transition rate from primary to secondary education in targeted sub-counties

Elyas Abdi,
Director,
Projects
Coordination
& Delivery
(DPCAD).

Overview of the Project

- Project: Secondary Education Quality Improvement
- Project (SEQIP)
- Project cost: 200 Million USD
- Source of funds: World Bank
- Project Period: 6 Years from January 2018
- Borrower: Republic of Kenya
- Responsible Agency: Ministry of Education
- Supervising Agency: The World Bank

Linkage with SDGs, Kenya Vision 2030 and NESP

- SDG 4 on Quality Education requires Governments to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Quality education that guarantees; access, retention, transition and completion.
- The Kenya Vision 2030 envisages reduction of illiteracy, increased individual well being brought about by an education, training and research that is inclusive and

➔ IMPROVING QUALITY

of high quality.

- The NESP (2013 – 2018) has provision of quality basic education for Kenya's sustainable development as its prime goal.
- Therefore the project is a welcome intervention that will help Kenya realize and fulfill her national and global commitments in education.

Component 1: Improving quality of teaching in targeted areas (USD 36M)

Sub-component 1.1: USD 8 M

- Reducing teachers shortage and deficiencies: This sub- component will be implemented by TSC
- In order to reduce teacher shortages in the targeted subcounties, TSC will allocate an extra 10% of the pro- rata teacher recruitment allocation number for the project years.

Sub-component 1.2: Teachers' professional development USD15.0 Million

- The school based teacher support system will be implemented in a phased approach based on clusters of primary and secondary schools that will be established based on CEMASTEAs school based in-service education and training center (INSET) in the selected counties.
- Secondly, project will support Appraisal of teachers performance through Teacher Performance Appraisal and Development (TPAD) in selected secondary schools to identify gaps in teachers knowledge and skills and based on the identified gaps develop teachers professional development program.
- Thirdly a Modular teacher professional Development module will be implemented .

Sub-component 1.3: Provision of Textbooks (USD13 million)

- This sub-component will address issues



- related to the timely and cost effective provision of textbook for every student enrolled in grade 7 and 8 and Forms 1 to 4 in targeted sub-counties.
- The main objectives of this sub-component are to assist schools in targeted sub-counties reach a target of one-to-one textbook- student ratio in sciences, mathematics and English in grades 7, 8 and Forms 1 to 4.

Component 2: Improve retention in upper primary and transition to secondary in targeted areas (USD 132 million)

Sub-component 2.1: Improve school infrastructure (USD82 million)

- Project to finance construction of toilets, science labs, libraries, water facilities, also help connect primary schools to electricity and/or replace of life-threatening structures,. More than 3,000 schools to benefit.
- A modern national training Centre with boarding facilities will be constructed



- At the secondary level, there will be construction of new dormitories, classrooms, laboratories all based on needs assessment. More than 2,000 schools to benefit
- This work will be supported by Design, construction and supervision consultants contracted by the Ministry. The Constructions to commence in 2018. The project will also support provision of requisite furniture.

Sub-component 2.2: Improve retention in upper primary and transition to secondary of poor and vulnerable students (US\$50 million)

1. (i) Provision of a school kit for the targeted children that will offset indirect costs borne by the poor parents enabling poor and vulnerable students to complete the upper primary grades (grades 7 and 8); (ii) a gender sensitization program to make schools, teachers and students more gender sensitive; and (iii) a scholarship program combined with mentorship that enables poor but academically promising students to transition to Form 1 and complete four years of secondary education.

Component 3: System Reform Support

3.1: Support introduction of New Competency Based Curriculum (CBC) in grades 4 to 9 : USD 12M

The project will support KICD to:

1. Develop the scope and sequence charts for the NEW CBC for grades 4 to 9
2. Develop CBC content, syllabuses, related support materials and teacher induction strategy and materials for grades 4 to 9
3. Phase-in the new CBC in grades 4 to 7 and have the system ready for phasing-in the new CBC in grades 8 and 9 after project completion.
4. Monitor and assess the introduction of the new CBC in order to provide feed-back information to be used to fine tune the new CBC, its supporting materials

Component 3.2: Strengthening of National System for Monitoring Learning Progress (MLP), Monitoring Learning Achievement (MLA) and National Examination (USD8 million)

The project will support KNEC to

1. Assisting KICD to include in their training information on strategies for continuous

➔ IMPROVING QUALITY

formative assessment;

2. Improving its capacity to conduct national examinations more effectively to minimize errors and fraud during exam implementation and;
3. Institutionalize the sample based National MLP at the end of grade three and introduce a new MLP in grade 6.
4. Develop a web-based portal to facilitate access to test items, formative assessment practices, dissemination of MLP and examination results, and conduct of Form 2 MLA at baseline, mid-term and end-term of the project.

Sub-component 4.1: Project Management, Coordination, and Communication (USD8.0 million)

1. Although, MoE will be responsible for overall project delivery, Directorate of Project Coordination and Delivery (DPC&D) will be directly responsible for project management and coordination. DPC&D will also be directly responsible for conducting policy research, evaluation, communication, and capacity building activities
2. The DPC&D will be assisted by a dedicated Project Management Unit (PMU) for day to day project management, monitoring and reporting
3. The PMU will be staffed with a coordinator, officials and consultants with required skills and expertise in order to manage the project effectively
4. Each key implementing agency- TSC, KNEC, and KICD establish a slim and efficient project Implementation unit (PIU)
5. The PMU will be assisted by a third party Implementation Support Agency and two to three Project Management Consults for implementation of infrastructure sub- component



Project implementation

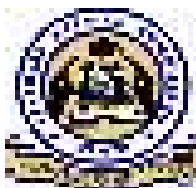
At County Level

A County Project Coordination Unit (CPCU) has been set up under the GPE PRIEDE project with a dedicated project coordinator. The team will work with other county and sub-county level education officials to manage and monitor the project implementation. The CPCU will be responsible for coordination at county level and report to the national PMU as required

Sub-component 4.2: Research, and Monitoring and Evaluation (USD4 million)

The DPC&D will be responsible for conducting policy research, evaluations and assessments under the project. Some of the research and evaluation activities are:

1. Assessment to underpin reorganization of existing schools to fit the proposed new structure and develop detailed costed implementation plan for reorganizing schools
2. Expenditure surveys to track capitation grants and use findings to strengthen accounting and reporting of capitation grant and its better utilization
3. Baseline, mid-term and end-term evaluation of the project activities



By Nancy
Njeri Macharia
Secretary/
Chief Executive,
Teachers Service
Commission

We all need to contribute towards provision of quality education in our different ways. The more important issue, however, is that from whichever perspective we look at education reforms, the role of the school principal matters more than that of anybody else in the learning matrix. Mainly, this is because principals are the primary drivers of students' achievement and teacher effectiveness.

It cannot be over emphasized that both students' achievement and teacher effectiveness are critical in influencing learning outcomes. So, in short, we

cannot achieve quality education without effective principals.

In line with this year's conference theme EDUCATION REFORMS IN KENYA, WALKING THE POLICY TALK, I will share with you some perspectives on the reform agenda from the standpoint of the Teachers Service Commission.

I will also discuss the impact and the future direction of the various reform initiatives which we are currently pursuing in our reform journey.

TEACHER MANAGEMENT REFORMS



1. PERFORMANCE MANAGEMENT: A VEHICLE FOR TRANSFORMING TEACHING SERVICE

One of the Teacher Management reform initiatives which you are all involved in is Performance Contracting and Teacher Performance Appraisal and Development (TPAD).

Since January 2016 when we rolled out the PC and TPAD programme, it has gradually evolved onto one of our key flagship projects for improving the quality of teaching in our schools. All along, we have walked the journey with our Heads of Institution and teachers.

From an uncertain take-off, one and half years ago, everybody is on board and we are now more assured, reassured and confident of success. We have many success stories across the country as a result of your commitment and hard work.

Better Syllabus Coverage

Everywhere we go, Heads of Institution tell us

that PC and TPAD are radically transforming the teaching service in many respects. Whether at Kakiimba Secondary School in Mfangano Island, or Tongaren DEB Mixed Secondary School in Bungoma North, or even Likoni Secondary School across the ferry, Heads of Institution are reporting better syllabus coverage and more effective curriculum delivery.

Ease of Supervision and Better Planning

Every time I hold informal discussions with some of you, you have told me that supervision of curriculum implementation is now much easier than before the introduction of PCs and TPAD. You have told me that our teachers are now more focused and that they are taking more time to prepare;

- schemes of work;
- they are spending more time planning for lessons and updating their teaching aids;
- there is more documentation on learners'



progress;

- It is also evident that increasingly, more and more teachers are planning for make-up classes, sometimes even before going out of school for official assignments.

As a result of PCs and TPAD, Heads of Institution have stepped up supervision by ensuring proper maintenance of appraisal records, curriculum audit reports, teacher class attendance registers and submission of staffing returns.

Improved Teacher School and Class Attendance

In addition, and probably the most significant, the implementation of Performance Contracting and Teacher Appraisal Programme has significantly reduced teacher absenteeism from school.

Equally significant, it has also improved overall class attendance by teachers. This is important to us all. You all know that teacher absenteeism has been a matter of concern in Kenya.

Client Relationship with Learners

The improved school and class attendance increasingly entrenches a culture of client relationship with our learners and other stakeholders. This is as it should be.

Good World Bank Scorecard

Last month, during the World Bank Group Education Management Team Review at Washington DC, various players and stakeholders made it on the various reform programmes in the education sector.

I am happy to inform you that after our presentation, the World Bank and delegates from other countries agreed that Kenya's Performance Contracting and TPAD was one of the most progressive reform programmes to be carried out anywhere in a developing country.

Everybody said that this is indeed a game changer in the provision of quality teaching, and ultimately quality education in Kenya. For this

TEACHER MANAGEMENT REFORMS

reason, the World Bank pledged financial support towards implementation of PC and TPAD.

No doubt we owe this achievement to you, our principals and teachers. It is our collective success.

Consolidating the Gains

Even with the gains I have just outlined, Ladies and Gentlemen, we cannot afford to rest on our laurels. We are aware that in order to consolidate our collective success in the implementation of PC and TPAD, we still need to do more to support heads, teachers and field officers.

In this regard, we are currently upgrading our ICT infrastructure to enable more ease while filing appraisal returns online. We will also invest more in the training and sensitization of heads and teachers. Additionally, more resources will be allocated to ensure our field officers are able to provide professional and technical support at the school level.

2. DECENTRALISATION

Article 6 (3) of the Constitution provides that a National State organ such as the TSC shall ensure reasonable access to its services in all parts of the Republic.

In line with this Provision TSC is undertaking the necessary measures to accelerate decentralization of services. Some of the measures include:

1. Appointment and deployment of eight Regional coordinators to ease coordination of all Teacher Management functions in the various Regions.
2. Appointment of Director, Field Services at the TSC Headquarters to provide leadership in the field component of Teacher Management.
3. Deployment of more field staff to support execution of Teacher Management functions.
4. Decentralization of key functions such as hearing and determination of some cases of professional misconduct, transfer within counties and granting of some leaves, among others Human Resource issues.

The Commission will continue decentralizing its services to ensure teachers are served at the nearest possible point. This will enable us optimize on contact time between teachers and learners.

4. REFORMS IN REMUNERATION

The other reform measure that will greatly impact on Teacher Management is remuneration in the Teaching Service.

The current legal and policy framework on remuneration in the public sector is anchored on the following key pillars, among others:

- Financial sustainability;
- Ability to attract and retain skilled employees;
- Need to recognize and reward productivity performance;
- Transparent, fair and equitable public sector remuneration.

In the Teaching Service, TSC and the Salaries and Remuneration Commission (SRC) carried out a Job Evaluation between 2015 and 2016. The Job Evaluation was intended to analyze the various jobs carried out by different individuals within the Teaching Service which would in turn provide an objective basis for remuneration.

In this regard and in recognition of the important role played by all teachers and school administrators, the CBAs will significantly benefit all teachers with effect from 1st July 2017.

Some of the Highlights of the CBA include the following:

- All P1 teachers in Job Group G will be moved a grade up to Grade B5 whose equivalent in Job Group H.
- All teachers in Job Group H will also move a Job Group higher to grade C1 which is equivalent to Job Group "J". The upgrading from Job Group "G" to "H" and "H" to "J" will benefit about 119,000 teachers.
- TSC has successfully negotiated with the Na-

TEACHER MANAGEMENT REFORMS



tional Treasury for a two-phase implementation of the CBA for all teachers in lower grades. This will benefit 156,000 teachers.

- The position of Senior Master has been introduced in Post Primary Institutions.
- All institutional administrators; Senior Teachers; deputy headteachers; headteachers; Senior Masters; Principals will be remunerated for the additional responsibilities.
- Job Group 'P', 'Q' and 'R' in the teaching service have been elongated to D1, D2, D3, D4 and D5. This will no doubt facilitate career progression in the teaching service.

Remuneration of Institutional Administrators

For many years, principals and headteachers have petitioned the TSC to recognize and reward them for the additional roles and responsibilities they shoulder. This has been especially the case in boarding schools where Heads are required to offer 24-hour-7-days-a-week leadership in all aspects of school life.

I recall that at one point you were actually asking for a scheme of service for Heads of Institution

which would have a responsibility allowance for the extra responsibility that scheme is now a reality. It is ever better that what you have been demanding.

It should also be noted that the 10,000 teachers who were promoted to Job Groups "K", "M" and "N" will also benefit from the implementation of the CBAs. Some of them are actually principals who are with us here.

Grading Structure for School Administrators

It is envisaged that grading for school administrators should take into account the size and category of school.

Grade	Job
D5	Principal National Boarding School
	Principal Extra County Boarding School
D4	Principal County School
D3	Principal Sub County Boarding School
	Principal Sub County Day School
	Deputy Principal Extra County School
D2	Deputy Principal National School
	Deputy Principal Sub County Boarding School
D1	Deputy Principal Sub County Day School

TEACHER MANAGEMENT REFORMS



Conversion for Principals

Principals and deputy principals will convert as follows:

Current Job Group	Conversion	Minimum and Maximum Basic Salary
Principals in Job Group 'Q' and 'R'	D5	131,380 – 157,656 plus allowances
Principals in Job Group 'P'	D4	118,242 – 141,891 plus allowances
Principals in Job Group 'M' and 'N'	D3	104,644 – 125,573 plus allowances
Deputy Principals in Job Group 'N'	D2	91,041 – 109,249 plus allowances
Deputy Principals in Job Group 'M'	D1	77,840 – 93,408 plus allowances
Deputy Principals in Job Group 'P' and above	D4	118,242 – 141,891 plus allowances

Important Notes

- Currently, Principals heading National Schools but are in Job Group “N” will convert to D3. Those in Job Group “P” will convert to D4. Within the life of the CBA, these Principals will be given an opportunity to compete for placement in D5 i.e. the grade for National Schools.
- Teachers in higher Job Groups such as P, Q and R who do not hold administrative positions will be allowed to convert just Principals in the same grade. However, they will have to be allocated administrative duties since they will be paid for the same.
- Conversion will recognize seniority. Even if you convert to the same grade (e.g. Principals in Job Group “M” and “N” will convert

to D3), those already in Job Group “N” will have a higher salary point.

- A comprehensive circular will be issued on the conversion details and salary points.

Accountability

Implementation of better terms and conditions of service will come with responsibilities and accountability.

As a result:

- Institutional resources must be applied prudently for the benefit of learners and other stakeholders.
- The requirement for Heads of Institutions to reside within the institutions will be enforced to the letter. This is because your recommendation has taken that factor into consideration.
- Heads of Institution will also be required to take the recommended teaching load.
- In order to effectively supervise curriculum implementation for which you will be paid, we will require you to be in school for most of the time. Any absence from school should be with written permission of the TSC County Director.

5. REFORMS IN SCHOOL MANAGEMENT

As I have already indicated, one of the key reforms agenda for the Commission is provision of quality teaching.

In order to strengthen teaching and supervision, the Commission will continuously review institutional administrative structures and practices. In view of this, we will implement some key school management policies to strengthen institutional management:

They include;

- Equal pay for equal work

- After implementation of the CBAs all primary school teachers at Job Group “K” and above who do not currently hold any administrative positions will convert to the new grading structure and be designated as Senior Teachers. They will then be assigned administrative duties in the school.
- All teachers in Post Primary institutions in Job Group “M” and above and who are not Heads of Departments, Deputy Principals or Principals will be designated as Senior Masters and assigned duties to head the various departments.

This measure will no doubt strengthen school management by bringing more institutional administrators on board. It will also ensure that teachers who hold higher job groups and earn higher salaries, work for the pay.

• Delocalization of headship positions

As we make new headship appointments, deployments and transfers, we have started a delocalization programme where principals and headteachers are posted outside their home counties. This is already on course and is intended to address any case of conflict of interest that may arise as a result of working. Delocalization will eventually be cascaded to deputy heads and other Senior Teachers.

• Length of stay in one Institution

The third key reform is limiting the number of years a Head of Institution should serve in one station. We have put in place a policy to ensure that Heads do not overstay in a particular institution.

Further, we have already started implementing this policy in some schools as changes in headship become necessary.

• Competitive appointment at all levels of school management

The fourth key reform in school management is to ensure that all institutional leadership positions of Heads of Institutions, deputies and senior teachers are competitively filled. This will promote merit in appointment to public office.

TEACHER MANAGEMENT REFORMS



We have already developed a policy on Identification and Deployment of Institutional administrators which will be released in the next one month.

- **Career Development Guidelines**

The Commission has already developed a policy on Career progression which has made provisions for career development paths in the teaching service. This will go hand-in-hand with Professional Teacher Development Programmes (TPAD). This is in line with the provisions of section 35(2)(b) of the TSC Act which provides that:

The Commission shall require every registered teacher to take out a teaching certificate as prescribed by regulations made under this Act.

6. CONCLUSION: MOVING FORWARD

It is important for me to emphasize that all administrative posts in our learning institutions are substantive. This means that you must work hard to remain in the positions.

The CBA we signed does not allow any teacher

to earn a salary assigned to a higher administrative position while performing the same duties with teachers in non-administrative positions.

In this regard teachers currently holding grades for school administrative staff will have to be assigned corresponding duties once they convert to the new grading structure.

As the Bible teaches us in Luke 12: 48, from everyone who has been given much, much will be demanded and from the one who has been entrusted with much, much more will be asked.

Lastly, I wish to restate that the Commission is committed to improving the terms and condition of service for all teachers by fully implementing the CBAs signed with the Unions. We will also endeavor to ensure teachers enjoy any other benefits that may be possible outside the CBA.

Finally, let me once again assure all teachers in public learning institutions that by 30th July 2017 their July Pay slips will reflect the improved pay.

THANK YOU AND MAY GOD BLESS YOU

PERFORMANCE MANAGEMENT

By Mary C. Rotich, Director Teacher Management, Teachers Service Commission. KENYA

Performance Management entails maintenance of teaching standards using the following tools:

- Performance Contract (PC)
- Teacher Performance Appraisal and Development (TPAD)

Role of Principals in PC

- Setting PC targets based on pre set Performance Criteria in consultation with TSC County Director
- Signing PC with TSC officer
- Present signed PC before the BOM for discussion
- Cascade the PC- Share with members of staff on agreed PC targets

- Develop school operational workplan for the implementation of PC targets
- Reporting monthly, termly and annual progress of the implementation of PC targets indicating evidence to TSC County Director and BOM
- Presentation of evidence for evaluation by TSC officer
- Review of achievement for PC targets for the ending contract period.

Role of Principals in TPAD

- Development of an appraisal calendar
- Setting of targets (appraiser and appraisee)
- Implementation of targets and gathering of evidence



Role of Online Reporting of TPAD

- Ensure all teachers are on the TMIS system
- Ensure all teachers are activated on online TPAD system.
- Allocate appraisers for teachers
- Ensure all teachers comply with the set deadline for self evaluation and appraiser rating
- Ensure that the appraisal data uploaded is a true reflection of the appraisal report that you have countersigned.
- Safeguard your passwords and sensitize teachers on the same.
- Ensure objectivity of appraisal rating. It should be based strictly on evidence
- Get technical support from TSC officers (ICT officers, sub county Directors, County Directors)

• Self appraisal based on competencies and standards

- Appraisal rating by appraiser based on evidence gathered
- Appraisal rating meeting between appraisee and appraiser (provision of evidence)
- Identification of professional gaps by appraiser and appraisee
- Develop and implement teacher support and professional development plan
- Appraise deputy principal
- Countersign for all teachers in the school.
- Monitor and evaluate the implementation of the teacher appraisal process
- Prepare and submit appraisal reports to TSC Sub-county officers



Teacher Registration

- To professionalize the teaching service- Only teachers who are duly registered by TSC should offer teaching service in both public and private institutions.
- Teacher registration is online- All principals should confirm the status of those seeking employment as teachers in their institutions by inputting the ID Number of the teacher.



Financial, Procurement and Record Management

- Importance of budgeting
- Principals are required to acquire and maintain accounting records and documents
- Principals should familiarize themselves with procurement procedures

Final audited accounts

- Principals should act on the advise and comments of the Director of School Audit Unit upon the receipt of final audited accounts.

- The Commission is legally obligated to make a follow up of the implementation of such recommendations.
- In the response of the auditors report, the principals should focus on the following areas:
 - Sundry creditors
 - Sundry Debtors
 - Funded Accounts
 - Suspense account
 - Income and Expenditure account: School fund account, operational account and tuition account



PROFESSIONALISM AND INTEGRITY

By Dr Lydia Nzomo, Chairperson, Teachers Service Commission

find this year's conference theme to be extremely appropriate as it clearly resonates with the current of reforms in the education sector.

This theme brings to the fore the need to re-examine the role of teachers generally, and that of principals in particular, in modeling the learners and the society.

It is indeed re-assuring to me that the principals have resolved to "walk the talk".

I am therefore delighted to share a few reflections on this theme in relation to "Teacher professionalism and integrity".

Role of teachers in the society

Each profession occupies a specific niche in society — doctors treat, engineers design and bankers handle our money. Teaching, however, stands out. Teachers instill the transcendent faculties of communication, decision making and awareness of social responsibilities.

It is often said that the three main contributors to shaping our lives are God, our parents and our teachers.

No other personality can have an influence more profound than that of a teacher. Children are positively affected by the teacher's love and affection, desirable character, competence, and moral commitment.

Unfortunately, the reverse is also true, learners are negatively affected by negative character by teachers.

The teacher is described by some people as a dispenser of knowledge, while others see him as a leader, counselor or coach, facilitator and a role model.

The teacher plays a lead role in determining the future of students and society. He/She is really the architect of future generations.

The crucial responsibilities of inculcating knowledge, kindling inspiration and encouraging creative thought are all vested in the teacher.

They are the main pillars of a sound and progressive society, and are expected to build a strong moral character and provide emotional support.

Teaching is an honorable and distinguished

profession. Teachers are the proponents of national constitutions and agents of change globally; teachers are custodians of morals and virtues.

There is no sector of the society where services of teachers are not required. It is said that, "Teaching is a profession that teaches all other professions."

In fact if one was to take a roll call of the spaces occupied by teachers in any society one will discover that they are not only the majority, but they also occupy some key leadership positions in this country.

The question that begs is this; If teachers occupy majority of spaces, leadership positions, why have we let the socio-economic affairs, the moral fabric of our society descend to the level they are? It is common knowledge that corruption and other evils are endemic in our country. These are a great impediment to economic growth, and prosperity.

Perhaps some reasons why we find ourselves in this state of affairs include: One, we are self-ish. One needs to look at what happened recently in the party primaries in the run up to the August elections. The sense one gets is that every aspirant wants to get elected at whatever cost. It is common knowledge that quite a number of those aspirants are teachers. More importantly, all the aspirants are your students. Is this corruption in verity? Have we failed in our responsibility?

Secondly, those of you (and in the society) who are not corrupt have sat back and do not want to be concerned with what is happening or think there is nothing you can do about it.

Thirdly, and perhaps more importantly, is that we have failed as role models to our students (and our children), and as mentors to young teachers. We have failed to "walk the talk".

"WALKING THE TALK"

Walking the talk means to "do what you say", to lead by example. Leading by example is the most potent leadership philosophy because you are able to communicate more vividly through actions.

This is how a famous American legal scholar James Kent described the simple power of leadership by example: "Nothing is so potent as the silent



influence of a good example” ~James Kent

Walking the talk is a personal choice that comes from a congruence between thoughts, feelings, words and actions. When all that you are and do spring from personal core values.

History is full of illustrious people who have inspired leadership not so much by what they said but how their lives and actions embodied their philosophies. Mahatma Gandhi, Martin Luther King Jr, and Alexander the Great are just some of the examples.

The Gandhi Story

There is a story of a woman in India who was upset that her son was eating too much sugar. No matter how much she chided him, he did not stop. Totally frustrated, she decided to take her son to see his great hero Mahatma Gandhi.

She approached the great leader and said, Sir, my son eats too much sugar and it is not good for him, please advise him to stop eating it.

Gandhi listened to the woman carefully, turned and said, go home and come after two weeks.

The woman was perplexed and wondered why he had not asked the boy to stop eating sugar. She took the boy home and returned after two weeks.

Gandhi looked directly at the boy and said, “You should stop eating sugar, it is not good for your health”

The boy nodded and promised he would not continue this habit any longer.

The boy’s mother turned to Gandhi and asked, why didn’t you say that to my son two weeks ago when I brought him here to see you.

PROFESSIONALISM AND INTEGRITY

The Constitution

- Chapter 6 on leadership and integrity
- Article 73 on Responsibilities of leadership
- Article 75 on conduct of state officers
- Article 232 on values and principles of public service
- Article 10 on national values and principles of governance



Gandhi smiled and said, mother “two weeks ago, I was still eating sugar myself”

Gandhi lived in such integrity he would not allow himself to give advice unless he was living by it himself.

Integrity

Being in such critical positions, society requires teachers to be men and women of integrity. Integrity is the quality of being honest and having strong moral principles and uprightness. It denotes a person`s level of honesty, moral commitments and willingness to do what is right.

Can integrity be taught?

Integrity is the qualification of being honest and having strong moral principles. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one`s actions.

Integrity is generally a personal choice to hold oneself to consistent moral and ethical standards.

Integrity is a behavior-based virtue that we can learn and cultivate over time. It is an incredibly important aspect of societies and cultures around the world

For this reason Kenya, now more than ever before, is in dire need of men and women of integrity. Men and women who will stand up to corruption and other evils that afflict our great country.

In the words of one prolific Christian writer by the name Ellen G. White;

“The greatest want of the world [Kenya] Is the want of men [and women] who will not be bought or sold.

Men [and women] who in their inmost souls are true and honest,

Men [and women] who do not fear to call sin by its right name,

Men [and women] whose conscience is as true to duty as the needle to the pole,

Men [and women] who will stand for the right



though the heavens fall”

Of all the men and women of integrity, teachers must be in the forefront. They hold a special place in society and have to live up to that calling as members of a noble profession.

Professionalism

For some people, being professional may mean dressing smartly at work, or doing a good job. For others it may mean having advanced degrees or other certifications. Being professional is all these and more.

I have learnt that the clarion call for your organization (KESHA) is open “Professionalism our Commitment”

What does professionalism mean to you? Do you really live and practice professionalism? (Perhaps we are preaching to the already converted)

Professionalism describes the qualities, skills, competences and behaviors you are expected to have in a profession.

Professionalism is demonstrated through:-

Working within the defined regulatory framework of personal and professional standards.

Adhering to a moral, ethical and professional code of practice (This where we score very poorly).

Maintaining and developing professional expertise.

Teacher professionalism is therefore the knowledge, skills and practices teachers must have in order to be effective educators and role models in the society.

There is no shortage of legal and policy instruments that require teachers to be professional. These include:-

- **The Constitution**
- **TSC Act**

Other legislation including

- Code of Conduct and Ethics
- Basic Education Act
- Public officer & Ethics Act

Other initiatives of the commission

One of the priority reform agenda of the Commission is professionalization of the teaching service to support provision of quality education to the Kenyan children.

To strengthen the mechanisms for delivery of quality teaching and learning services, the Commission institutionalized performance management in the teaching service.

The Commission expects the principals to lead by example, as first line quality assurance officers to ensure effective performance management.

To be professional is an act of integrity, it is a choice that each one must make. You cannot be professional without a good measure of integrity. Professionalism and integrity are intertwined.

Teaching is a compassionate act of humanity

A doctor “uses” his knowledge to treat patients, and an engineer to construct buildings and machines. A teacher “shares” his knowledge, skills, expertise and time with others.

The act of teaching makes a difference in the lives of our children, and all other learners. It contributes to making the society and the world a better place.

Our children are like plants in the garden of the nation, and the teachers are the gardeners. By irrigating the “garden of the nation”, feeding moral values into the society and giving direction to the youth, teachers undoubtedly play an indispensable and immensely important role towards shaping a strong nation. Mustafa Kemal, the founder of Turkish Republic once said that “A good teacher is like a candle, it consumes itself to light the way for others.” ~Mustafa Kemal.

Teaching is really an act of giving, to shape and preserve the society. It is therefore a compassionate act of generosity to humanity. Winston Churchill sums up this by saying “You make a living by what you get, but you make a life by what you give”

Conclusion

Be the change that you desire to see.

It is true that today, parents, teachers and students are all fixated on exam results. Very little

PROFESSIONALISM AND INTEGRITY

is mentioned about our role, duty and success in molding the character of our children.

Perhaps because academic achievement can be measured with marks and grades while character-building is not measurable. How successful we shall be as parents, teachers, families and society in molding the values in our children will depend on how ourselves will live these values.

Much of what our children learn from their greatest teachers is not detailed in a syllabus but in our actions as adults. We must walk the talk.

Build an impeccable brand

Last year your discussion was based on rebranding the teaching profession. Indeed to be a game changer, you must build and maintain a unique and

honest brand of the Kenyan principal.

Your brand must be based on integrity, professionalism, transparency and truthfulness.

I want to challenge us to explore ways of accessing the impact of the conference theme(s) on the principals.

For example, what have we done to rebrand ourselves since the last conference?

What actionable areas can we pick from this conference to ensure that we Walk the Talk of Integrity and Professionalism?

I trust that you will make a decision to be committed to professionalism and integrity in your thoughts, words, and actions.

TSC Act

- Section 35 – compliance with teaching standards
- Code of Regulations for Teachers
- Regulation 41 – entry and performance standards
- Regulation 42 – compliance with performance standards
- Regulation 48 – Professional Teacher Development programmes
- Regulation 71 – Role of head of institution





By Julius
Jwan, PhD
Director/CEO
Kenya Institute
of Curriculum
Development

Rationale for Curriculum Reforms

Constitution of Kenya 2010

- Article 53 (1) (b) states, that every child has a right to free and compulsory basic education
- Article 10, National values and principles of governance
- Chapters 4 and 6 etc

The Kenya Vision 2030

- Integrating early childhood into primary education;
- Reforming secondary curricula
- Modernizing teacher training

Global Standards

- UNESCO IBE (curriculum review every 5 years)
- East African Community Protocol

- Sustainable Development Goal No 4 (ensuring quality education)

Several Studies

- Need to enhance acquisition of pre-requisite Skills
- Assessment

Comparative Overview of the East African Region

Country	Pre-primary	Primary	Secondary	Total
Burundi	2	6	7-8	16-17
Uganda	3	7	6	16
Rwanda	3	6	6	15
Tanzania mainland	2	7	6	15
Kenya	2	8	4	14
Tanzania Zanzibar	2	6	6	14

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Global Comparative Overview

Country	Pre- primary	Pri- mary	Junior Sec- ondary	Senior Secondary	Uni- versity	Total years
Canada	(2)	6	2	4	3	17
South Korea	(3)	6	3	3	4	16
Kenya	(2)	8	-	4	4	16
Ghana	-	6	3	3	3	15
South Africa	(1)	6	3	3	3	15
Singapore	(3)	6	2	3	3	15
England	-	6	3	3	3	15
Malaysia	(2)	6	3	2	3	15
China	(2)	6	3	3	3	15
Finland	(1)	6	3	3	3	15

Fundamental questions curriculum developers need to answer

- Which knowledge, skills and values should we include in our curriculum?
- Are the current set of 'subjects' constituting the curriculum adequate?
- How can we make learning relevant and interesting to students?
- Would the acquisition and development of such knowledge, skills and values, and of the associated capabilities and competencies, enable young people to lead meaningful and productive lives?
- How can we determine whether these competences are being attained?

Envisaged changes in the reformed curriculum

FROM (less)	TO (more)
Content Focus	Focus on Competencies
Rigid and Prescriptive curriculum with limited flexibility	Flexible with Opportunities for specialisation - pathways
Focus on summative assessment and competition	Balance between formative and summative assessment, and excellence
Emphasis on Schooling	Emphasis on Education
Teaching	Learning





21st Century Skills

Learning & Innovation Skills	Information, Media & Technology Skills	Life & Career Skills - [Values & EQ]
<ul style="list-style-type: none"> • Critical Thinking & • Problem Solving • Creativity & Innovation • Communication • Collaboration 	<ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communications & technology) 	<ul style="list-style-type: none"> • literacy • Flexibility & Adaptability • Initiative & Self-Direction • Social & Cross- Cultural Skills • Productivity & Accountability • Leadership &

The 21st C Learner is .



What is competency based education?

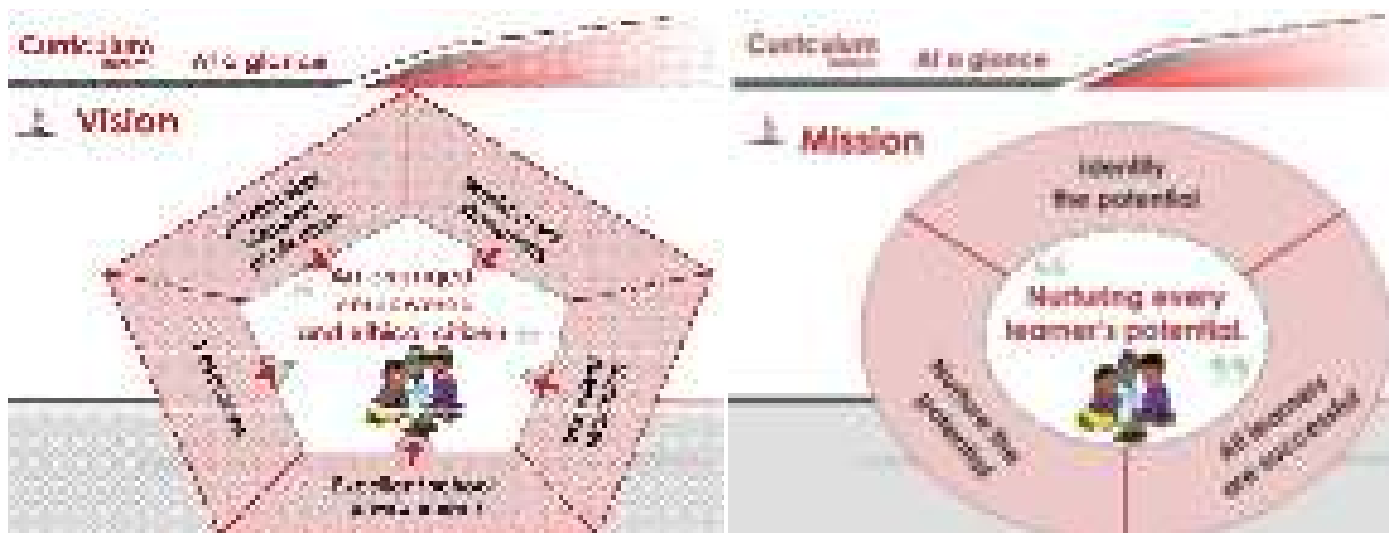
- Competency based education is an organizational or systems approach to schooling and learning where students move ahead primarily based on the demonstration of what they know and can do, rather than time spent in class
- The approach allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment.
- It is tailored to meet different learning abilities and can lead to more efficient student outcomes.

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The Basic Education Curriculum Framework

NATIONAL GOALS OF EDUCATION

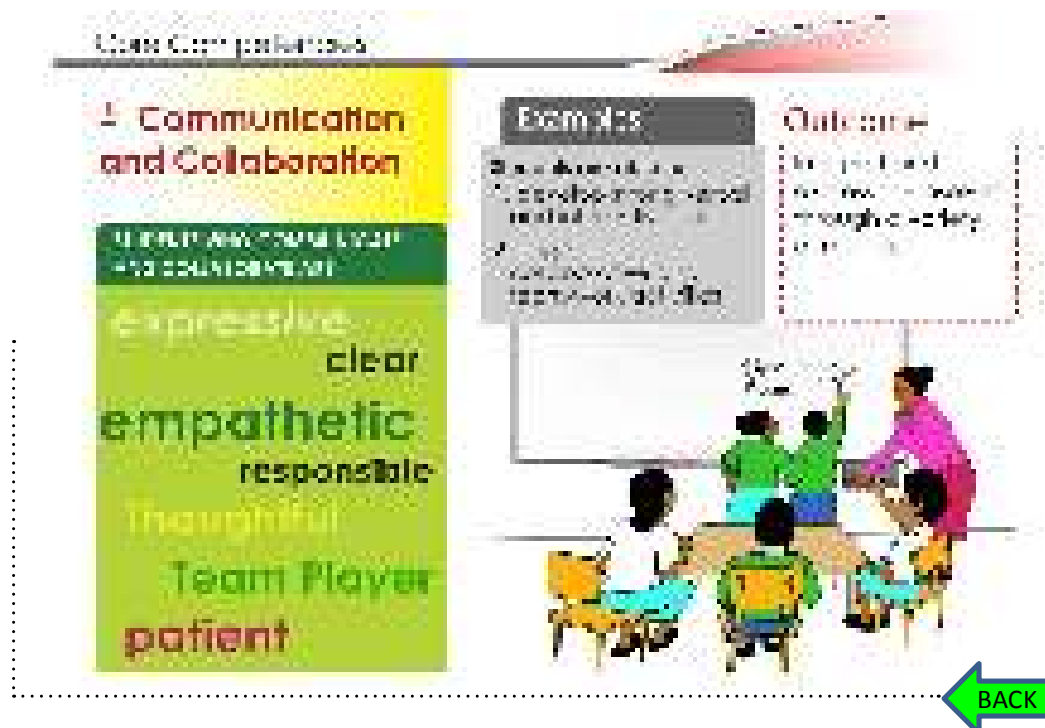
1. Foster nationalism, patriotism and promote national unity
2. Promote social, economic, technological and industrial needs for national development
3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values
5. Promote social equality and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitude towards other nations
8. Promote positive attitude towards good health and environmental protection



VALUES	GUIDING PRINCIPLES	THEORETICAL APPROACHES
<ul style="list-style-type: none"> • Love • Responsibility • Respect • Unity • Peace • Patriotism • Social Justice • Integrity 	<ul style="list-style-type: none"> • Opportunity • Excellence • Diversity and Inclusion • Parental Empowerment and Engagement • Community Service Learning • Differentiated Curriculum & Learning 	<ul style="list-style-type: none"> • The Instructional Design Theory • Vygotsky's Social- Cultural Theory • Gardner's Multiple Intelligences Theory • Piaget's Theory of Cognitive Development

Core Competencies for Basic Education

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



Core Competencies

2 Critical Thinking & Problem Solving

STUDENTS WHO THINK CRITICALLY AND SOLVE PROBLEMS ARE:

Inquisitive
reflective
Analytical
curious
problem solver

Examples

- 1. development of a group project
- 2. development of a group project
- 3. development of a group project

Outcome

Students are able to analyze and evaluate evidence, arguments, and ideas using critical thinking skills.



BACK

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Core Competencies

1. Creativity & Imagination

STUDENTS WHO DEMONSTRATE
KNOWLEDGE ARE:

dynamic
creative
appreciative
imaginative
experiential
connectors

Examples:

Students are able to:
1. Understand logical and creative thinking
2. Solve a range of creative problems

Outcome

Demonstrate awareness of own experiences, interpret creative principles, generate and analyse new ideas, appreciate innovation and creative ideas



BACK

Core Competencies

2. Citizenship

STUDENTS WHO SHOW
CITIZENSHIP ARE:

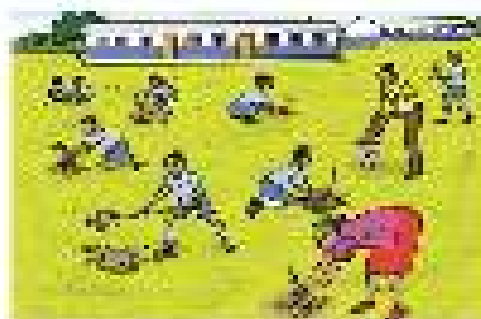
analytical
empathetic
global
good stewards
responsible
decision makers

Examples:

Students are able to:
1. Think globally with a local impact
2. Participate in seeking out solutions and solutions for

Outcome

Contribute to quality and sustainability of their communities
and nation as a citizen.



BACK

Core Competencies

Citizenship

STUDENTS WHO SHOW CITIZENSHIP ARE:

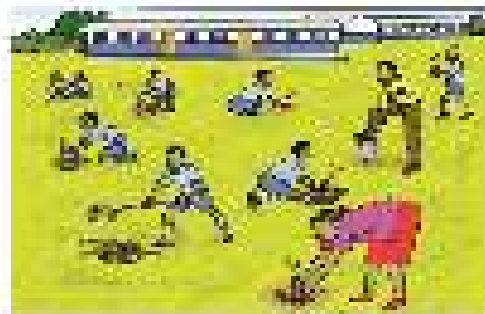
analytical
empathetic
global
good stewards
responsible
decision makers

Examples:

1. Students are able to think and write well and make good decisions.
2. Students are able to engage positively and respectfully.

Outcome:

Can contribute to the well-being of the community and the nation and society.



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Core Competencies

Digital Literacy

STUDENTS WHO HAVE DIGITAL LITERACY ARE:

Innovative
creative
Communicative
problem solver
Analytical

Examples:

1. Students are able to use technology and digital media for learning and personal development.
2. Use digital technology and media to interact with various audiences.

Outcome:

Use and apply technology in learning.



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➔ CURRICULUM REFORM

Core Competencies

➔ Learning to learn

STUDENTS WHO LEARN TO LEARN ARE:

reflective
skillful
resourceful
motivated
interactive
experiential

Examples

Students are able to:
1. organize and effectively manage self-directed learning and growth
2. develop and integrate knowledge for meaningful application

Outcome

Gain knowledge and skills, understanding through experience, study, and interactions with others



BACK

Core Competencies

➔ Self-efficacy

STUDENTS WHO HAVE SELF-EFFICACY ARE:

self-aware
self-directed
financial literate
goal-oriented
healthy
self-reliant
committed

Examples

Students are able to:
1. develop habits for personal development and lifelong learning
2. live active healthy lifestyle and well-being

Outcome

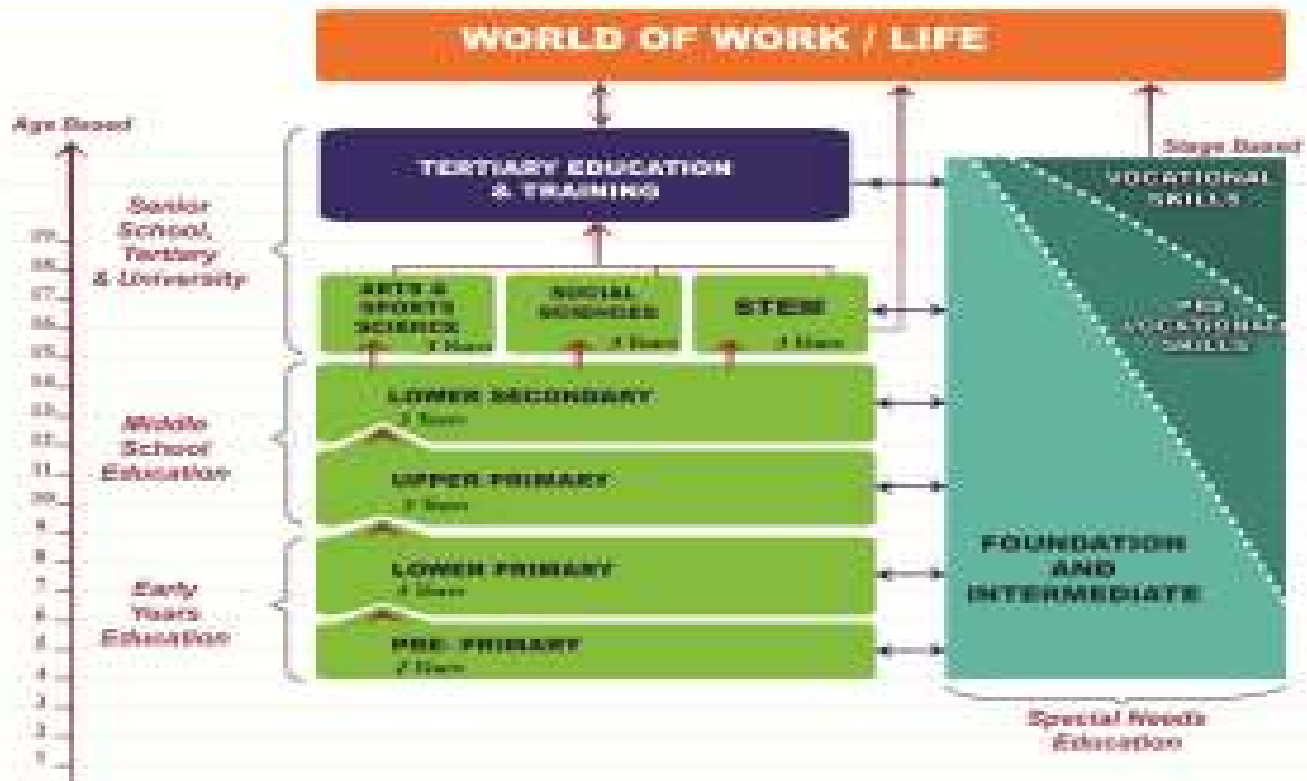
Recognize self-worth and self-actualize and pursue goals



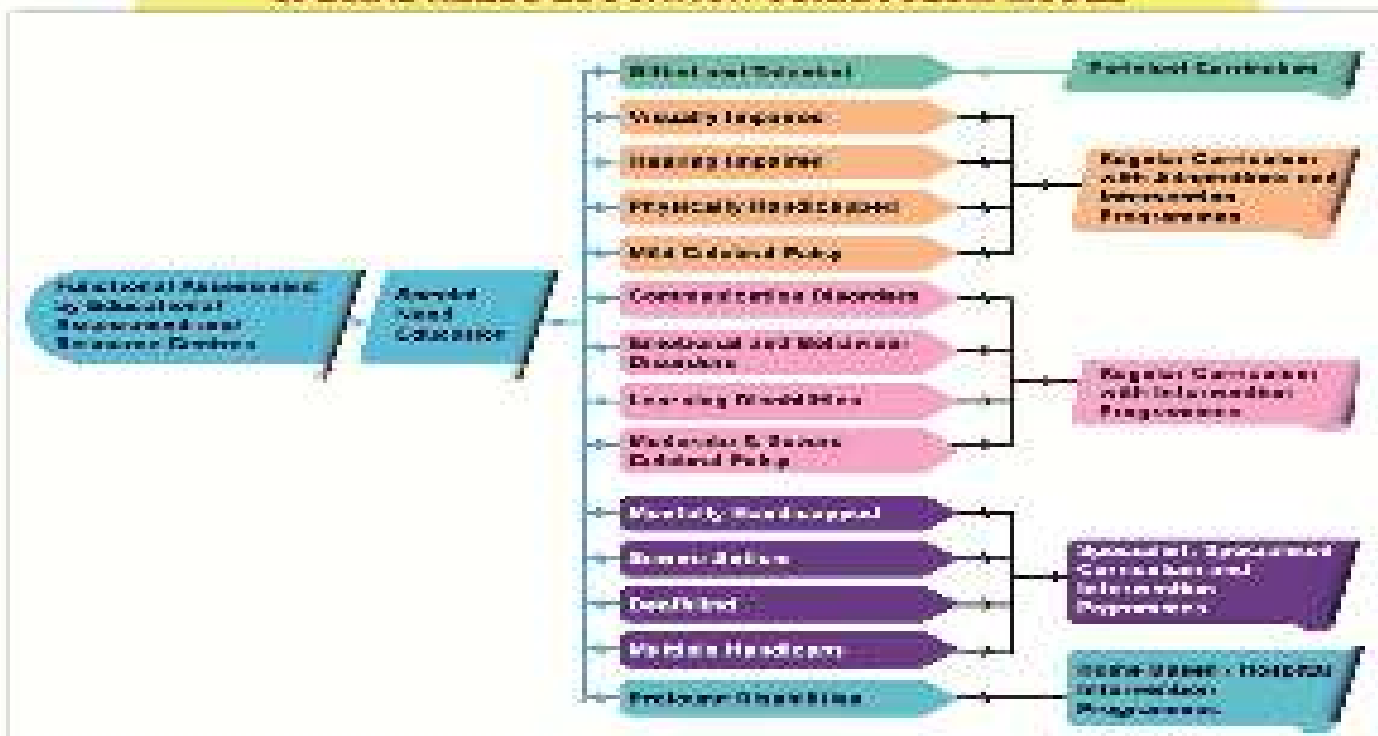
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CURRICULUM REFORM

ORGANIZATION OF BASIC EDUCATION

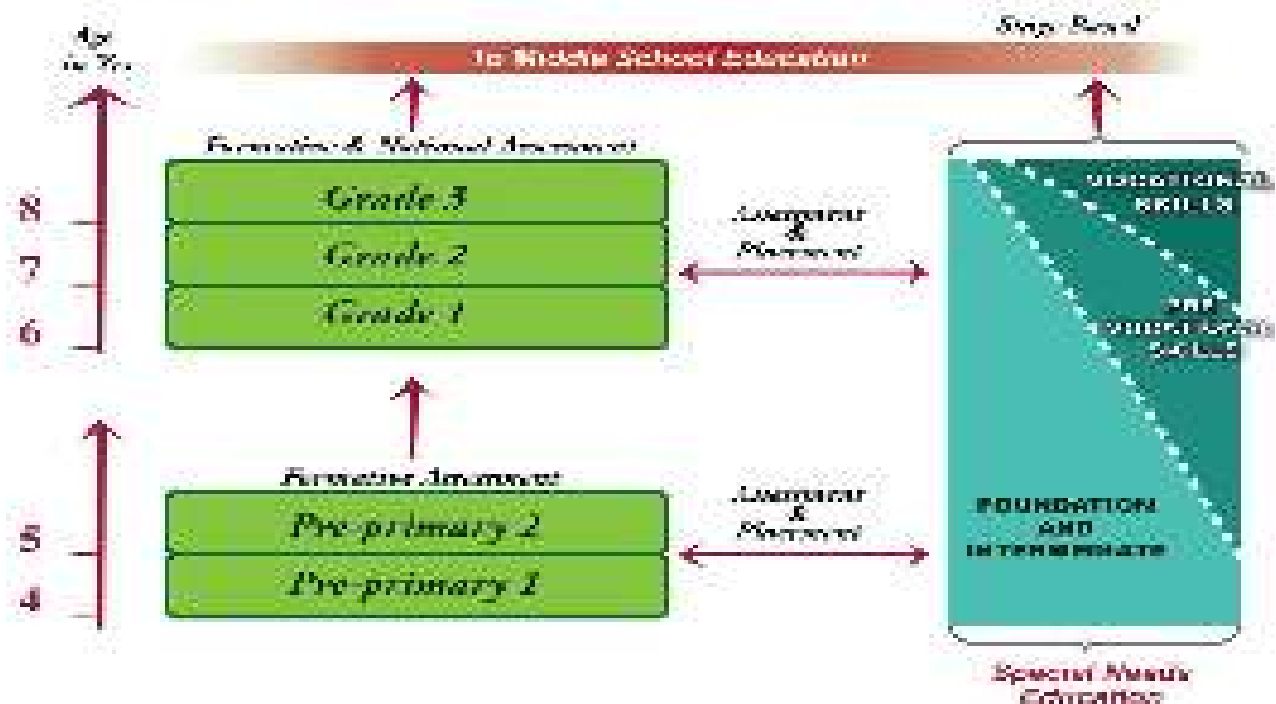


SPECIAL NEEDS EDUCATION CURRICULUM MODEL



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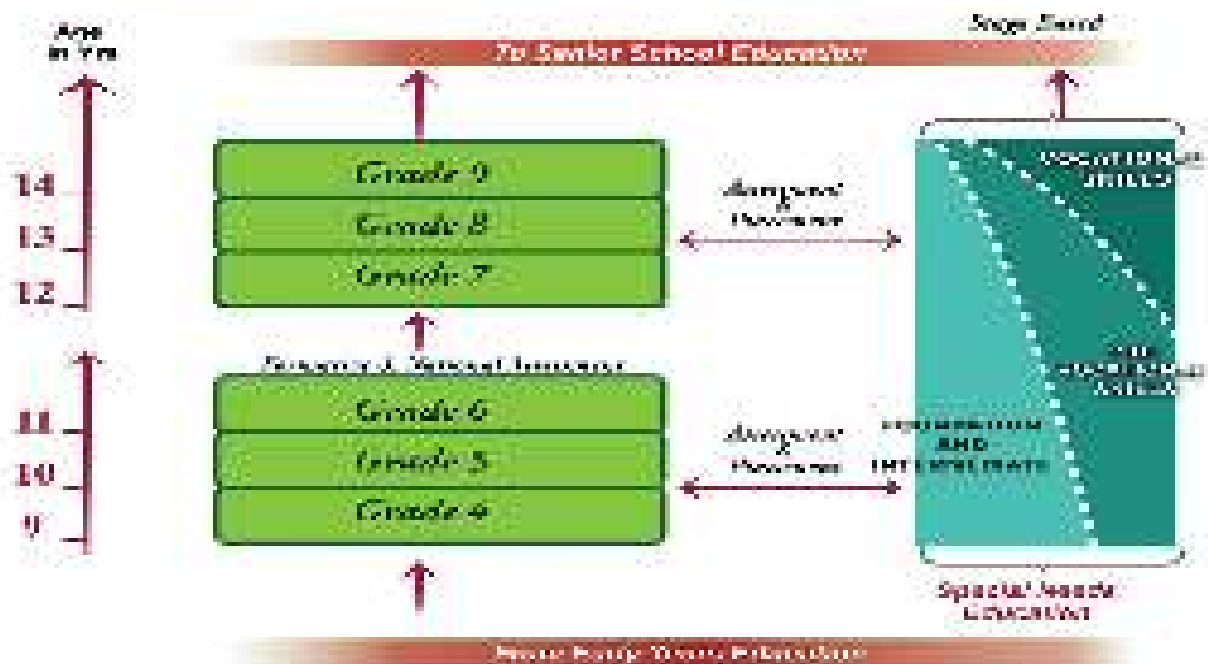
EARLY YEARS EDUCATION



PRE-PRIMARY AND LOWER PRIMARY LEARNING AREAS



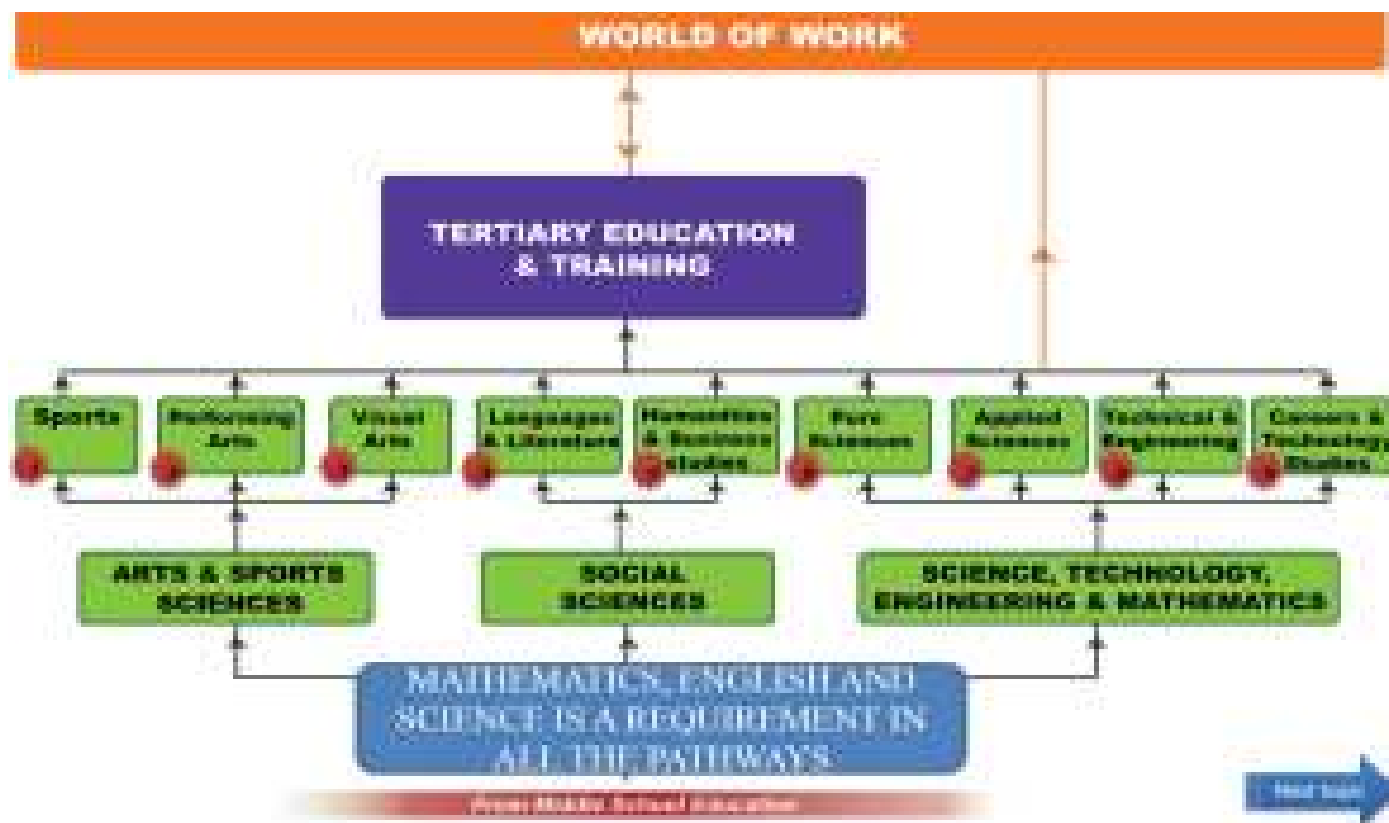
MIDDLE SCHOOL EDUCATION



PROPOSED UPPER PRIMARY & LOWER SECONDARY LEARNING AREAS



➔ CURRICULUM REFORM



SPORTS

Core Subjects

1. Community Development Learning
2. Physical Education
3. Human Health, Safety and Welfare
4. Language & Literacy Studies
5. Mathematics & Science

Select a **maximum of two** from the options

Options

- Athletics
- Badminton
- Basketball
- Canoeing
- Football
- Golf
- Hockey
- Judo
- Karate
- Netball
- Rugby
- Swimming
- Table Tennis
- Tennis
- Volleyball
- Water Polo
- Weightlifting
- Wrestling
- Yachting
- Zumba

PERFORMING ARTS

Core Subjects

1. Community Development Learning
2. Physical Education
3. Language & Literacy Studies
4. Mathematics & Science

Options

- Music
- Dance
- Theatre & Media

Select a **minimum of one** from the options

VISUAL ARTS

Core Subjects

1. Community Development Learning
2. Physical Education
3. Language & Literacy Studies
4. Mathematics & Science

Select a **minimum of one** from the options

Options

- Graphic Arts
- Photography
- Printmaking
- Sculpture
- Textiles
- Visual Arts

LANGUAGES & LITERATURE

Core Subjects

1. Community Development Learning
2. Physical Education

Options

- French
- German
- Italian
- Japanese
- Korean
- Mandarin
- Malay
- Spanish
- Thai
- Vietnamese
- Urdu
- Zulu

Select a **minimum of 3 subjects** and a **maximum of 5** from the options

Free Samples

- Clear

- Select a **minimum** of **3** subjects and a **maximum** of **5** from the options

www.kidzcity.com

- Uphill**

- The learner will select
a **minimum of three**
from the options

Case 1: 1994

- 0-9**

- The learner will select a **minimum** of **one** of the optional subjects

1000

- 31

- The learner will select a **minimum** of **one** of the optional subjects

Caso Subida:

- Web site:**

- The learner will select a **minimum** of **one** of the optional subjects

- KSSHA / 2017 Report

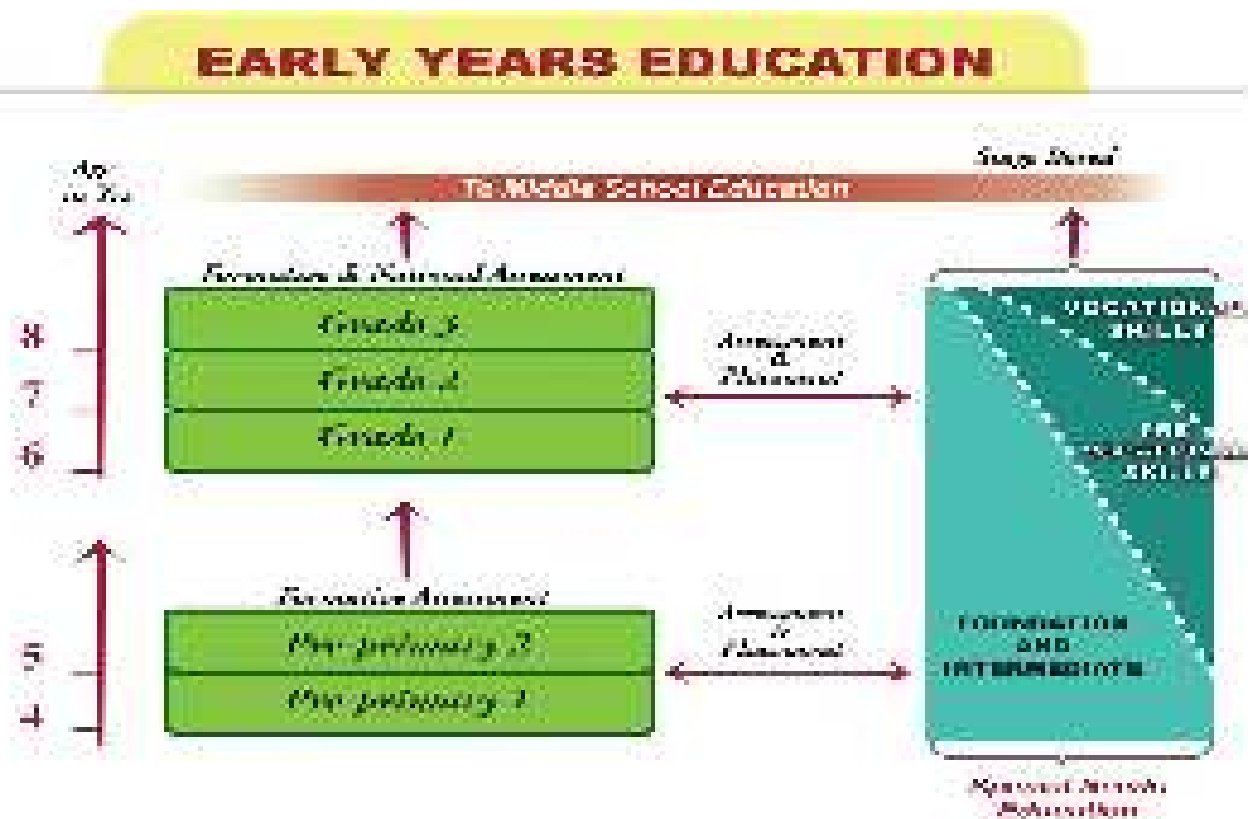
Pertinent and Contemporary Issues in the Curriculum

Broad Area	Pertinent and Contemporary Issue
1. Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child care and protection, gender issues in education.
2. Health Education	HIV and AIDS Education, alcohol and drug abuse prevention, life style diseases, personal hygiene, preventive health, common communicable and chronic diseases.
3. Life Skills Education and Values Education	Life skills, values, moral education and human sexuality, etiquette.
4. Education for Sustainable Development (ESD)	Environmental education, disaster risk reduction, safety and security education (small arms, human trafficking), financial literacy, poverty eradication, countering terrorism, extreme violence and radicalization.
5. Non-Formal Programmes	Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together, clubs and societies, sports and games.
6. Community Service Learning and Parental Engagement	Service learning and community involvement, parental empowerment and engagement.



Status of Curriculum Reform

CURRICULUM DESIGN FOR EARLY YEARS EDUCATION



Curriculum Design



Features of the curriculum design

1. Strands/sub-strands
2. Specific Learning outcomes
3. Suggested Learning Experiences
4. Guiding inquiry questions
5. Core competences to be developed
6. Link to Pertinent and Contemporary Issues
7. Link to other subjects
8. Community Service Learning
9. Assessment

Learning Outcomes for Early Years Education

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

Curriculum Support Materials

- Teachers Guides
- Pupils Work books
- Digital content
- Radio programmes
- TV programmes

Implications of curriculum reform on implementation of EYE

1. Improvement of learning environment and resources in the schools
2. Review staffing needs
 - Revise staffing norms
 - Revise teacher: learner ratios
 - Carry out inventory of teachers
3. Review teacher training
 - Upgrade teacher training certification at all levels to a minimum of Diploma
4. Review entry requirements for TTCs to C+
 - Promote specialization based on levels of learning
 - Strengthen internship/teaching practice
 - Inclusion action research to enhance the same in classroom practice and student learning at the school level
5. Retooling of curriculum implementers (teachers, headteachers/Principals)
6. Development of modules for training on competence-based learning and instructional leadership; Continuous professional development
7. Development of a monitoring framework for feedback and review of programmes
8. Development of a platform for performance evaluation and experience sharing

Sample Schools

1. Targeted levels:
 - Pre-Primary 1 & 2
 - Lower primary Grades 1 & 2
2. Type of school
 - Public Urban
 - Public Rural
 - Private Urban
 - Private Rural
 - Special Needs Education (Integrated or independent)
3. Single stream schools

Pilot Frame Work**Objectives of the pilot**

- Establish the adequacy of the learning areas in promoting attainment of core competencies among learners in early years education
- Assess the adequacy of the learning methods in promoting achievement of core competencies among learners
- Assess the adequacy of allocated time for various subjects
- Establish the relevance of the instructional materials in promoting achievement of core
- Assess the assessment modes in measuring achievement of core competencies among learners
- Identify effective parental engagement strategies

**Sample target population**

Broad Area	Pertinent and Contemporary Issue
1. Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child care and protection, gender issues in education.
2. Health Education	HIV and AIDS Education, alcohol and drug abuse prevention, life style diseases, personal hygiene, preventive health, common communicable and chronic diseases.
3. Life Skills Education and Values Education	Life skills, values, moral education and human sexuality, etiquette.
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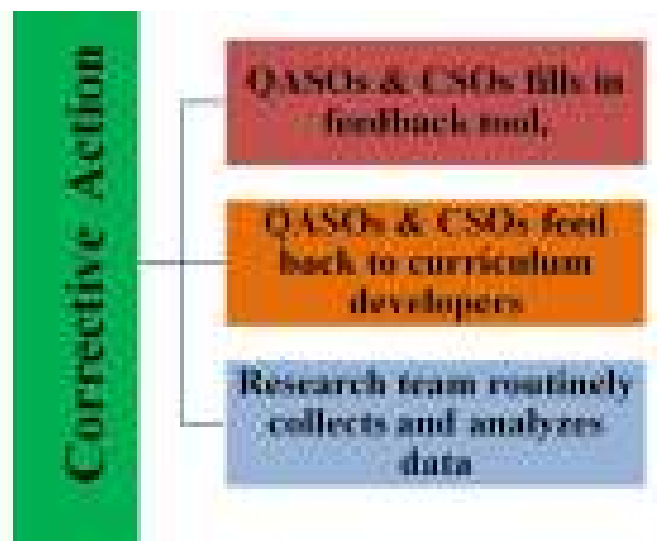
CURRICULUM REFORM

Way Forward

Implementation strategy



Monitoring and Learning from Implementation



Critical Teacher Attributes

Knowledge

- Curriculum
- Learning methodologies
- Assessment for learning
- Maintaining pupils attainment portfolios

Skills

- **Interpersonal skills** (build trust, spur motivation, empowerment, enhance collegiality).
- **Planning skills**
- **Learning observation skills** (supervising and providing guidance on the learning process)
- **Research and evaluation skills**

Values

- Professional Conduct
- Visible Presence

Training on Pedagogical Approaches

- Inquiry based learning
- Case method instruction
- Team-based learning
- Project-based instruction,
- Problem based learning
- Observation
- Dialogue and reflection
- Self paced learning
- Experiential Learning
- Experimentation

Paradigm Shift in Assessment

Less	More
Norm referenced	Criterion referenced
Competitive learning	Collaboration, Cooperative Learning
Assessment of learning (summative assessment)	Assessment for learning (formative assessment)
Rigidity	Flexibility

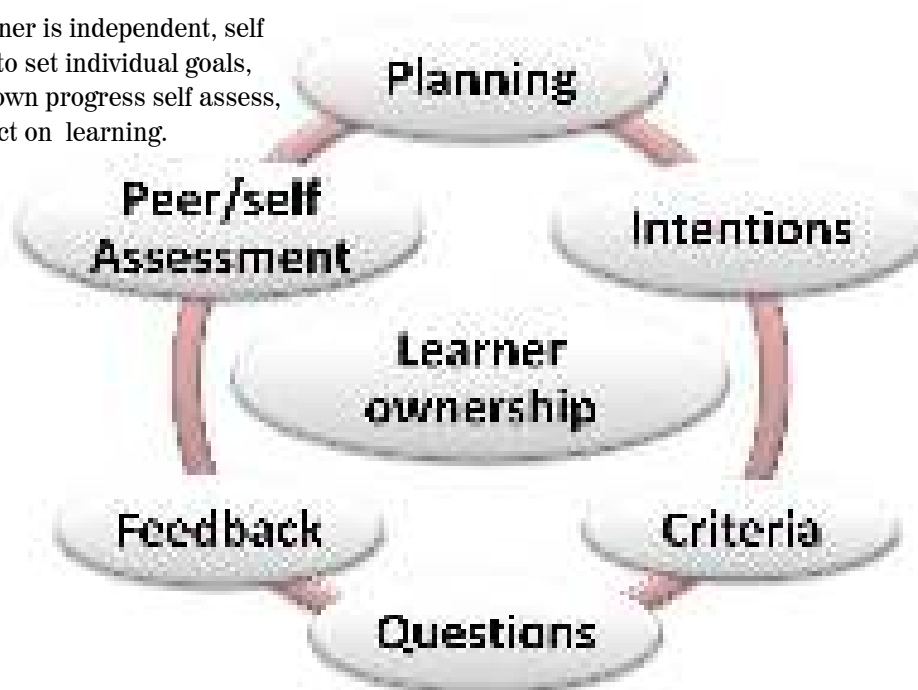
Assessment in Competency based education

Assessment of Learning (Summative Assessment)

- Includes tests, examinations, performances, presentations, portfolios, and a variety of written, oral and visual methods.
- This provides feedback on learner's achievement to make decisions for placements or further studies and career paths
- It comes at the end of a unit or tier or a term.

Assessment as Learning

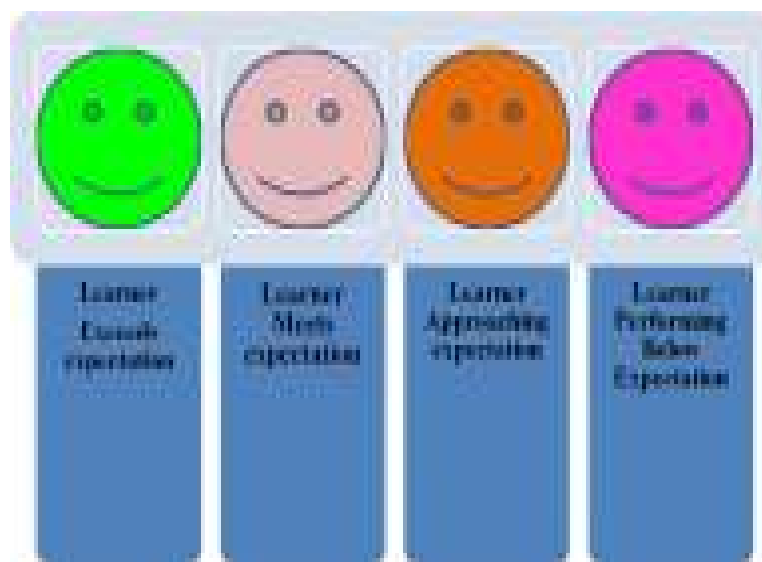
The learner is independent, self directed to set individual goals, monitor own progress self assess, and reflect on learning.



Assessment for Learning (Formative Assessment)

- It involves gathering data during the learning process, and provides feedback to both the learner and teacher to improve learning.
- Diagnostic Assessment- discover what learners know and are able to do learning styles, strengths, and needs.
- Design assessment with flexibility (content, affective and responsive, observation) to reflect a student's achievement against a set criteria, not against another student
- Develop a tracking system for each learners progress
- Students take and active role in learning
- Innovative assessment strategies (observation, rating scales, rubrics, diaries, journaling, portfolios, profiling etc)

Assessment Rubrics



Critical Dimensions of Instructional Leadership

Vision, Mission and Learning-focused Culture

- Shared Vision of Effective Instruction to facilitate learning
- Drive the school community towards meeting the individual needs and attaining success for every learner
- Provide an appropriate learning environment for the school community (learner, teacher and parent support)

Improvement of Instructional Practice

- Ensure that content standards drive instruction.
- Use classroom observation data to determine next steps for instructional leadership practice
- Support teacher growth using ongoing feedback, professional development, coaching and professional learning communities

Allocation of Resources

- Identify & leverage resources: time, money, technology, space, materials, expertise and partnerships innovatively and equitably for maximum benefit to all learners
- Creatively and proactively access additional resources that support strategic priorities.

Management of Systems and Processes

- Talent management (building on capacities of personnel/succession planning)
- Professional growth (collaboration, peer mentoring based on identified needs)
- Support system/structures (planning, implementing, supporting, communicating and monitoring)

What is a CoP?

CoP: Communities of Practice

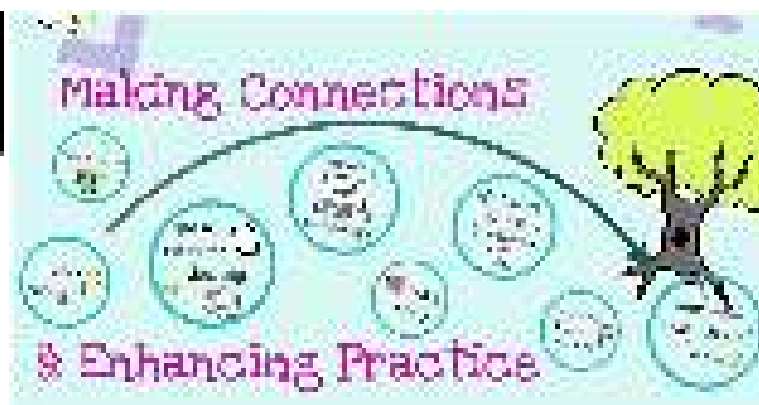
Groups of people who share a concern or a passion for something they do and want to learn as they learn as they interact regularly



Example
(Teachers)

Community
(Reflection)

Practice
(Collaboration)



Roll Out Plan

BASIC EDUCATION IMPLEMENTATION MATRIX	
2017	<ul style="list-style-type: none"> Development of curriculum designs, learning materials and teaching guides for PP1&2 and G1 to G3 Piloting of CB curriculum and instruction PP1&2 and G1 and G2 In-service re-tooling of current PP1&2 and G1 to G3 teachers in CB curriculum content, competencies, PCIs, instruction and assessment
2018	<ul style="list-style-type: none"> Roll out of PP1&2 and G1 to G3 Development of curriculum designs, learning materials and teaching guides for G4 to G6 Piloting of CB curriculum and instruction G4 to G6 In-service re-tooling G4 to G6 teachers in CB curriculum content, competencies, PCIs, instruction and assessment
2019	<ul style="list-style-type: none"> Roll out of G4 to G6 Development of curriculum designs, learning materials and teaching guides for G7 to G9 In-service re-tooling of G7 to G9 teachers in CB curriculum (content, competencies, PCIs, instruction and assessment)
2020	<ul style="list-style-type: none"> Roll out G7 to G9 Development of curriculum designs, learning materials and teaching guides for G10 to G12 In-service re-tooling of G10 to G12 teachers in CB curriculum (content, competencies, PCIs, instruction and assessment)
2021	Roll out G10
2022	Roll out G11
2023	Roll out G12



MINISTRY OF EDUCATION



CURRICULUM REFORMS



By The Chief
Guest, Prof
George Magoha,
Chairman
Kenya National
Examinations
Council

Introduction

Mahatma Gandhi observed that,
“Your beliefs become your thoughts,
Your thoughts become your words,
Your words become your actions,
Your actions become your habits,
Your habits become your values,
Your values become your destiny.”

According to the World Values Survey findings, people’s beliefs and societal values play a key role in economic development, the emergence and flourishing of democratic institutions, the rise of gender equality, and the extent to which societies have effective governments.

The Kenyan Constitution, 2010 defines who we are as Kenyans. It provides a framework for all policies and legislation that govern the country and the shared values that make us a nation. The Constitution has been hailed for being progressive, especially for providing guidance on national values and principles that echo universal human rights. Right from the Preamble to the Constitution, through Chapter 6 on Leadership and Integrity, the Constitution is value-laden. This is recognition of the fact that values play a critical role in facilitating achievement of all the aspirations expressed in the Constitution. The most daunting challenge that the country faces is translating the values expressed in the Constitution into comprehensive and effective programmes that will nurture these values in all citizens.

Values are standards that guide people on how to respond or behave in each situation. They influence how someone feels, acts and makes choices in life. Values are rooted in the culture of the parents, family, school, wider community, head teachers, teachers, politicians, traders, pupil peer groups, school management committees, media, and in deed society as a whole.

There is a discernible national values crisis amongst young people in Kenya today. Many of them are growing up without values, positive attitudes and psychosocial competences needed to function as responsible citizens. Although the



primary responsibility for the teaching of values rests with parents and community, learners spend most of their formative years in school, which presents valuable opportunities for formal education to mould pupils to be responsible citizens who eschew the shared values of the country.

The aim of teaching values to pupils is to help them develop a personal value system that will guide how they feel, act and make choices, not only while in school, but also for the rest of their lives. A successful model of teaching values should, therefore promote the formation of a personal value system.

The Challenge of Teaching Values

The Ominde Commission (1964) identified values as an important aspect of the education system. The Commission observed that education in Kenya should nurture in learners values that Africans cherish such as sharing and cooperation. The Commission developed the goals of education in Kenya. These are:

Education in Kenya should:

1. Foster nationalism, patriotism, and promote national unity
2. Promote social, economic, technological and industrial needs for national development



3. Promote individual development and self-fulfillment
4. Promote sound moral and religious values.
5. Promote social equity and responsibility
6. Promote respect for and development of Kenya's rich and varied cultures
7. Promote international consciousness and foster positive attitudes towards other nations
8. Promote positive attitudes towards good health and environmental protection

These goals are very rich in values and therefore the question that one would wish to ask is why the country continues to grapple with the challenge of dealing with too many social, economic and political crises and yet the government invests close to a third of its national budget to education. A review of the news in our local media, including print, electronic and social media, paints a gloomy picture of state of values in Kenya. There are numerous instances of hate, cheating, intolerance, theft,

bullying, corruption, violence, murder, low levels of social etiquette, moral decay, among other vices. In the education sector, until 2016 there was a serious crisis of students, teachers, parents and even education officials colluding to cheat in the national examinations.

The teaching of values is faced with numerous challenges, including:

1. **Huge disparities between the prescribed and taught curriculum.** Sessional Paper No14 of 2012, emphasises that education should focus on development of individual potential in a holistic and integrated manner, while producing individuals who are intellectually, emotionally and physically balanced. Whereas the curriculum recommended by the Kenya Institute of Curriculum Development is rich in values, as expressed in the primary and secondary education level objectives and the specific subject objectives and content, there are very many instances when the teachers teach to the examinations and ignore those aspects in the curriculum

which are very important for the child's holistic development. KCPE and KCSE may not necessarily examine learning outcomes in values, but this is not a good reason not to teach values. Indeed, a subject like Life skills Education is not taught in many schools merely because it is not examined in the KCPE and KCSE. This denies the children an opportunity to acquire important values in their formative years, which psychologist and educationists argue that it's the best time to develop values.

2. **Influence of the hidden curriculum.** The hidden curriculum can be defined as the unintended consequences of school learning. These are gleaned by the children from observing the way parents, teachers, opinion leaders and other members of society behave. Children internalise such behaviour as correct models to be emulated. Today, children are exposed to a lot of vices in society and unfortunately the vices are celebrated as virtues. As children watch those who steal being celebrated instead of being punished they are likely to adopt such behaviour in their adult life.
3. **Lack of competencies in the unique pedagogical approaches required to teach values.** Unlike most school subjects that can be taught using didactic, teacher centred approaches, values deliberately creating a system that allows personal reflection and decision making in order to develop a strong personal value system. Values cannot be learnt by simply hearing or reading about them. Students should not just learn about values in abstraction. They need to live them. The appropriate approach in the teaching of values should not be about telling learners what to do or not to do. It should rather be to cultivate their conscience in order to develop an appropriate personal value system. Many pre-service and in-service teacher capacity development programmes do not empower teachers with such active learning pedagogical approaches. Such teachers, therefore, end up teaching values the same way they



teach other school subjects with insignificant impact. In many such cases values are taught but not practiced.

4. **Overemphasis on high-stake examinations.** When society over-emphasises examinations, and sells a lie to all learners that every pupil can get an 'A' Grade in the final examinations, the consequence is that even those whose aptitude is clearly outside the 'A' Grade ability will use ethical and unethical practices to get the grade. There is no country the world over that is able to make every child get an 'A' Grade in the national examinations.

The above and many other challenges require that the country develops effective strategies to ensure that pupils are taught and acquire values.

The Whole School Approach

The title of this paper is quite prompt as it addresses the question of how to create value systems, rather than the narrow perspective of teaching values. Whereas the teaching of values in the classroom has its place, this is definitely inadequate if education will produce learners who demonstrate the anticipated values as expressed in the Constitution of Kenya, national goals of education and other national policies..

The Whole School Approach (WSA) looks at the school as an integrated institution, in which the different elements are expected to work in tandem

➔ VALUE SYSTEMS

to produce the desired learning outcomes and meet the education goals of the holistic development of the child. The WSA recognises that the school needs to develop its unique value system, which in turn will enable the child to develop their own value system. WSA identifies all the available opportunities within the life of a child in school to provide meaningful learning experiences that will influence the formation of their individual value system.

There is need to develop a value system that exploits multiple channels to support the integration of values in the school system. Values need to be infused and integrated into all aspects of the school curriculum and co-curricular activities 'seamlessly'.

The following are some of the approaches and opportunities that schools can exploit to create a value system.

1. **School Vision, Mission, Motto and Honour Code.**

The school vision, mission, motto and honour code need to be very thought out to embrace values. Learners should imbibe and live them. Through this approach, the values become part of the school ethos. They go beyond mere rhetoric to the way the school conducts its business. Learners should be challenged to see their time in school as an opportunity to develop both values and academic merit. For example, Vanderbilt University in Nashville, Tennessee encourages its undergraduate students to adopt the value of honesty using the Honour Code below:

Today I am going to give you two examinations, one in trigonometry and one in honesty. I hope you will pass them both, but if you must fail one, let it be trigonometry, for there are many good [people] in this world today who cannot pass an examination in trigonometry, but there are no good [people] in the world who cannot pass an examination in honesty.

Madison Sarratt (1891-1978), Dean, Vanderbilt University.

All students joining the university are required to learn this Code and to apply it in all their dealings at the university. It would be unimaginable for a student at this university to cheat in examinations when they uphold this Code.





At Starehe Boys Centre, the Motto is 'Natulenge Juu'. This motto is displayed in the entire school, including the school song and boys' uniform. Inherent in this motto is the aspiration to aim high, while also working hard in the endeavour.



2. **Non-Formal School Activities.** Schools need to ensure that all non-formal activities, like school assemblies, sports, clubs, dining hall and dormitories and indeed all activities that students participate in become part of the system that imparts values to the learners. There have been many instances when schools have hired young people who are not students in a school to represent them in sports and other inter-school competitions. Students in such schools learn that it is acceptable to cheat as long as you receive the trophy. At Starehe Boys Centre, students recite Philippians 4:6 'whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are of good report, if there is any virtue and if there is anything praiseworthy, meditate on these things'. Such activities create strong value systems that

mould the learners in the desired way.

3. **Integration of values in the school subjects.** Learners spend a lot of their time in class studying different subjects. There is need to identify appropriate opportunities for learners to acquire the desired values. This could be done through development and selection of learning materials, including textbooks and digital resources that deliberately pass on the desired values. Further, the pedagogical approaches adopted by teachers have a major influence on how well learners acquire values. For example, learners should be encouraged to reflect on their behaviour when they are wrong, rather than a patronising approach of telling them what is right or wrong.
4. **Creating strong school communities.** The old Nigerian saying that 'it takes a village to raise a child' is more relevant today than any other time. In contemporary society there is a dangerous trend of not caring about the behaviour of children if they are not yours. There are many instances when adults watch children engage in immoral behaviour but they shun from reprimanding them. Schools need to create strong communities that bring together parents, teachers, school non-teaching staff, students' peers, and the wider school community to nurture desired values in the pupils.

Conclusion

A country's growth and development cannot surpass its state of values, especially by the young people. It is in vain for the education sector to invest so much in improving learning outcomes in the academic aspects of education, while neglecting inculcation of values on the learners. It is, therefore, incumbent on all stakeholders in this sector to play their role in creating strong value systems in all schools.

Thank you and Be Blessed

Prof George Magoha's, Chairman Kenya National Examinations Council

➡ CONFERENCE PICTORIAL



CONFERENCE PICTORIAL



➔ INVESTING IN VOCATIONAL SKILLS

Policy Framework

- Sessional Paper No. 4 of 2016, TVET Act, 2013, Engineering Technologist Act, 2016, The Kenya National Qualification Framework Act, 2014, introduced new institutions, programs and funding
- Our Constitution and Vision 2030- Identifies education and training as key in developing highly skilled workforce for national sustainable development.
- Other training legal frameworks in various MDAs including NESP, TVET Master Plan and TVET Strategy



By Dr. Dinah Mwinzi, CBS, Principal Secretary, Vocational and Technical Training

TVET REFORMS

- Policy Framework
- Guiding Principles
- Goals of Reforms
- Rebranding TVET
- Integrated TVET System
- Inclusive TVET
- Curriculum Reforms
- Partnerships

Guiding Principles to TVET Reforms

- Relevance to the Labour Market
- Accessing Training opportunities
- Quality of TVET Curriculum Delivery
- Standardization
- Inclusion of Soft Skills
- Sustainable TVET Funding

Goal of Policy TVET Reform

- Raise the Profile and acceptance of TVET among communities & employers
- Scale-up Private Sector Participation in provision of TVET
- Rationalize TVET Framework and Structure as a national skills development system

INVESTING IN VOCATIONAL SKILLS

How are we doing it?

- Improving TVET Governance
- Strategic Plans
- CBET curriculum
- Rebranding
- Equipping
- Infrastructure
- Developing the Trainer
- Partnerships

Improving TVET Governance

- National Skills Council
- Sector skills advisory committees
- Harmonizing skills training improved regulation (TVETA, KETRB, CDACC, KNQF, TVET Fund)
- Increasing no. and quality of Trainers by dis- engaging trainers from TSC

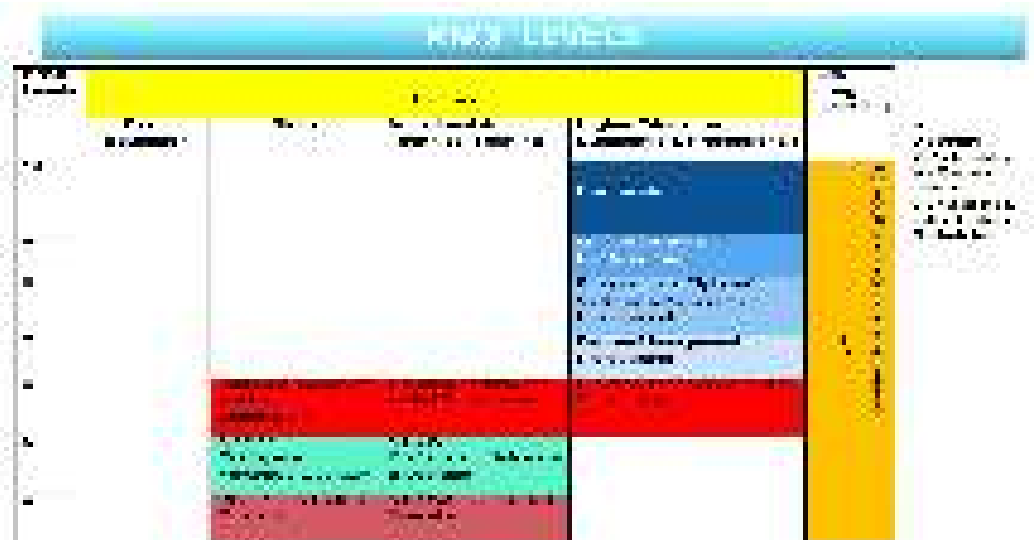
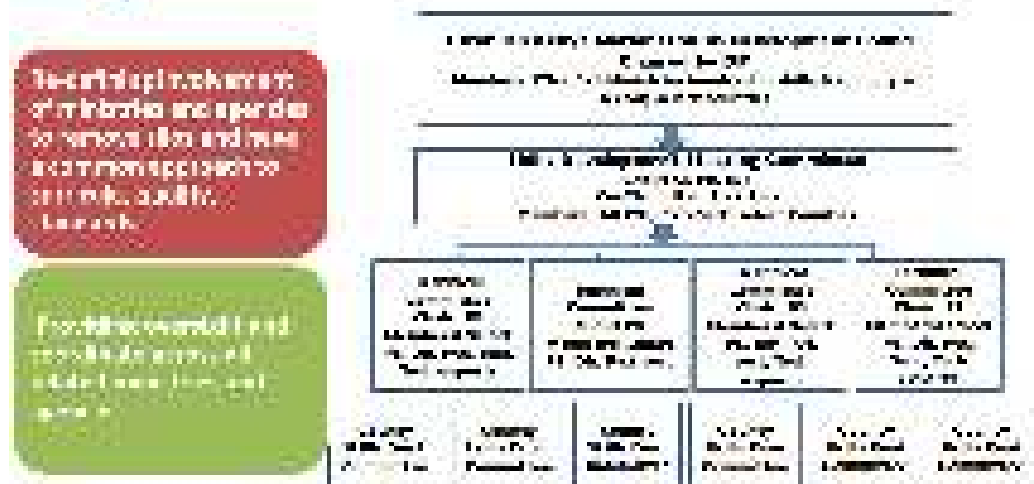
CBET Curriculum

- Market-led
- flexible and learner-centered
- Blends vocational and academic education
- Responsive to Kenya's future economic and social development needs
- Caters for lifelong learners (RPL)
- Accommodates career and learning pathways
- Articulates professional pathways

Overall TVET Strategy



Streamlining TVET framework and Structure



INVESTING IN VOCATIONAL SKILLS

Notes to the Kenya National Framework

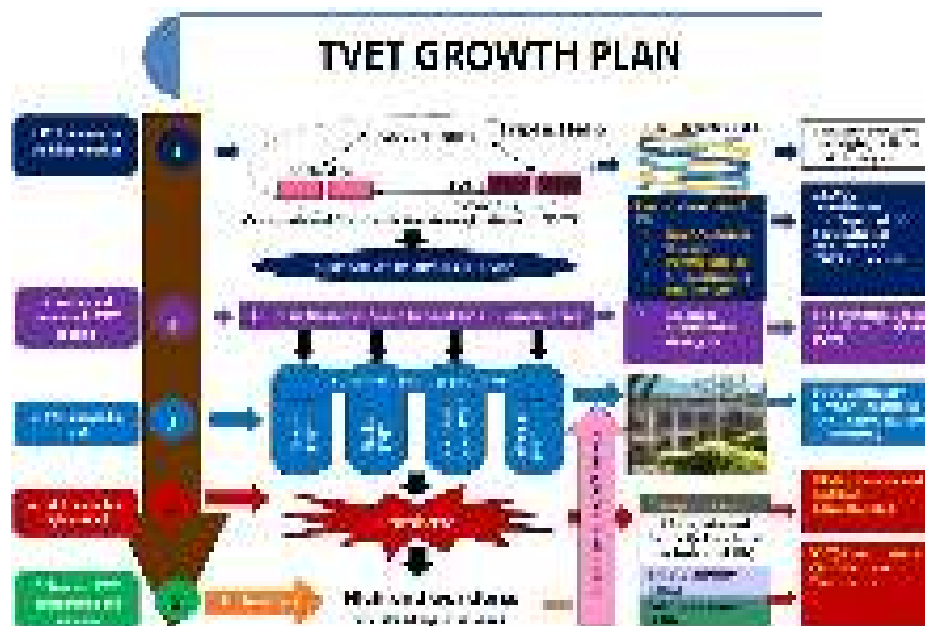
1. The framework has four (4) sub frameworks
 - a) The Basic Education Sub Framework
 - b) The Skills sub Framework – i.e informal/on the job training
 - c) The Vocational and Technical Training Framework
 - d) The Higher Education Sub Framework
2. The Framework comprises of 10 levels.
3. Primary certificate is the lowest at level 1 – Doctorate is the highest at level 10
4. The framework has incorporated professional qualifications such as those offered by
5. KASNEB and other professional bodies. They are captured as management professional or chartered professional as appropriate
6. Recognition of Prior Experiential Learning – APEL - may be done at any level, hence the last column runs from bottom to the top. This means one may apply for recognition of Prior Learning at any level
7. The framework allows for both vertical and horizontal progression within the framework
8. A level may have more than one qualification; for example, level 8 has several qualifications

The post graduate diploma/
certificate, the management
professional etc

Rebranding TVET



TVET GROWTH PLAN



تعمیق، لیکن، یقیناً در حد و اندازه

ID	Item Name	Unit	Price	Quantity	Total
1	Apple	kg	100	5	5000
2	Banana	kg	80	10	8000
3	Orange	kg	120	3	3600
4	Pineapple	kg	150	2	3000
5	Grapes	kg	200	1	2000
6	Mango	kg	90	7	6300
7	Peach	kg	110	4	4400
8	Watermelon	kg	70	6	4200
9	Guava	kg	60	8	4800
10	Lemon	kg	50	9	4500
11	Lime	kg	40	10	4000
12	Cherry	kg	180	2	3600
13	Papaya	kg	130	3	3900
14	Jackfruit	kg	160	2	3200
15	Coconut	kg	10	20	2000
16	Avocado	kg	250	1	2500
17	Pineapple	kg	150	2	3000
18	Guava	kg	60	8	4800
19	Lemon	kg	50	9	4500
20	Lime	kg	40	10	4000
21	Cherry	kg	180	2	3600
22	Papaya	kg	130	3	3900
23	Jackfruit	kg	160	2	3200
24	Coconut	kg	10	20	2000
25	Avocado	kg	250	1	2500
26	Pineapple	kg	150	2	3000
27	Guava	kg	60	8	4800
28	Lemon	kg	50	9	4500
29	Lime	kg	40	10	4000
30	Cherry	kg	180	2	3600
31	Papaya	kg	130	3	3900
32	Jackfruit	kg	160	2	3200
33	Coconut	kg	10	20	2000
34	Avocado	kg	250	1	2500
35	Pineapple	kg	150	2	3000
36	Guava	kg	60	8	4800
37	Lemon	kg	50	9	4500
38	Lime	kg	40	10	4000
39	Cherry	kg	180	2	3600
40	Papaya	kg	130	3	3900
41	Jackfruit	kg	160	2	3200
42	Coconut	kg	10	20	2000
43	Avocado	kg	250	1	2500
44	Pineapple	kg	150	2	3000
45	Guava	kg	60	8	4800
46	Lemon	kg	50	9	4500
47	Lime	kg	40	10	4000
48	Cherry	kg	180	2	3600
49	Papaya	kg	130	3	3900
50	Jackfruit	kg	160	2	3200
51	Coconut	kg	10	20	2000
52	Avocado	kg	250	1	2500
53	Pineapple	kg	150	2	3000
54	Guava	kg	60	8	4800
55	Lemon	kg	50	9	4500
56	Lime	kg	40	10	4000
57	Cherry	kg	180	2	3600
58	Papaya	kg	130	3	3900
59	Jackfruit	kg	160	2	3200
60	Coconut	kg	10	20	2000
61	Avocado	kg	250	1	2500
62	Pineapple	kg	150	2	3000
63	Guava	kg	60	8	4800
64	Lemon	kg	50	9	4500
65	Lime	kg	40	10	4000
66	Cherry	kg	180	2	3600
67	Papaya	kg	130	3	3900
68	Jackfruit	kg	160	2	3200
69	Coconut	kg	10	20	2000
70	Avocado	kg	250	1	2500
71	Pineapple	kg	150	2	3000
72	Guava	kg	60	8	4800
73	Lemon	kg	50	9	45

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INVESTING IN VOCATIONAL SKILLS

Expanding Training Opportunities: Enrolments

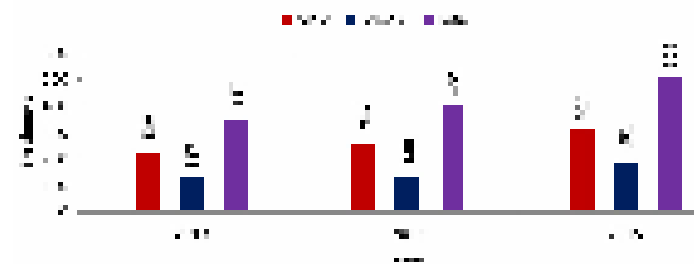
S/No	Institutions	2013	2016	Increase
1	National Polytechnics	20,498	28,001	7,503
2	Technical and Vocational Colleges	24,309	36,499	12,190
3	Vocational Training Centres	59,635	80,905	21,270
Total		106,455	145,405	40,963

- Public Vocational and technical institutes in each constituency and Ward
- Student financing Programs
- Mainstreaming Gender and Special Needs in Public TVET institutions

Inclusive TVET

290 TTIs : 1 per County, 4 SNE; 1450 VTC per ward

Enrolment in special needs TVCs increases

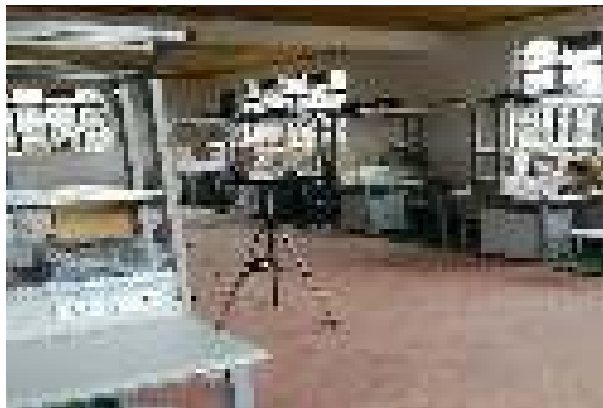


HELB Funding

	2013	2014	2015	2016
Technical and Vocational Colleges	24,309	24,309	24,309	24,309
National Polytechnics	20,498	20,498	20,498	20,498
Vocational Training Centres	59,635	59,635	59,635	59,635
Total	106,455	106,455	106,455	106,455

Establishing Modern Workshops

- KTTC Machining workshop



- Kisii N. POLY Automotive workshop

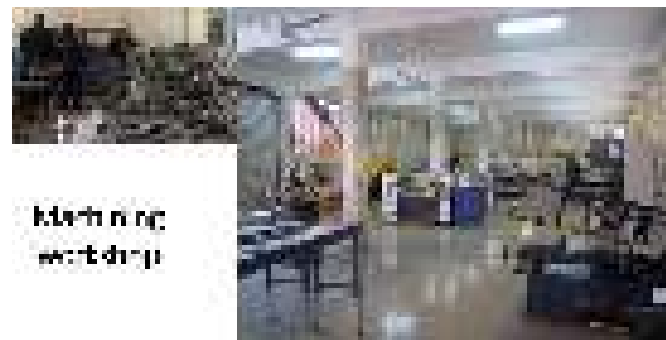
Many similar workshops have been established in other institutions

Upscaling Trainer Skills Development

- Continuous Trainer Skills upgrading

Smart Classrooms

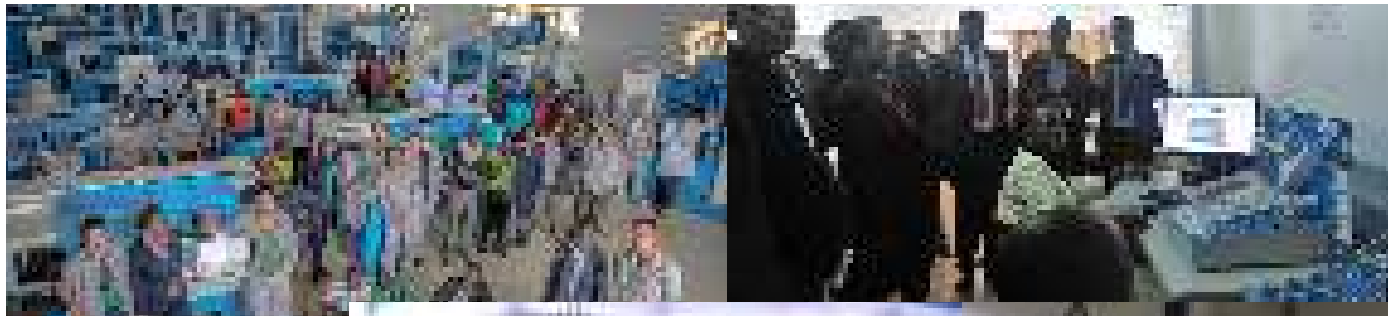
- Trainer's qualifications up-scaled in local and foreign Universities: certificates to diploma and diploma to degrees



➔ INVESTING IN VOCATIONAL SKILLS

Scaling up PPPs and Partnerships

- African Tech Challenge at Technical University of Kenya



Skill competitions between TVET institutions

- Leading intra-ind
- Financial incentives for students (fle
- Qualifications for long te
- Balance academic and
- Direct Business Profits (Dividends, Generation)
- Evaluation Pressure on companies



Scaling up PPPs and Partnerships



Technical University of Kenya, Nairobi, Kenya



Our Appeal

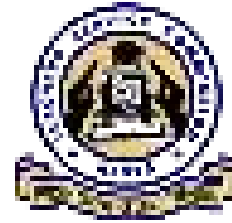
Social
Enterprise
Responsible
Citizens
Dignified
Lives



KESSHA

- Encourage youth to acquire technical skills through TVET Institutions by setting up strong career Guidance programs considering gender gaps.
- Encourage top performing students to take up TVET programmes

REPORT OF THE POYA-TOYA/ iTOYA NATIONAL SELECTION



On the 10th
Teacher/
Principal and 1st
iToya of the year
award scheme
during the 42nd
KESHA Annual
Conference held
at Wildwaters
Centre,
Mombasa 19th –
23rd June 2017

Objective

The aim of the scheme is to offer an arena for recognizing Principals and teachers who have excelled in the provision of quality teaching, innovativeness, talent development and exemplary leadership.



Selection Levels

The competition had five levels as follows:

1. School level by Board of Management(BOM) for classroom teacher
2. Sub County level by Sub county selection panels (SSP)
3. County level by County selection panels (CSP)
4. Regional level by the Regional selection panels (RSP)
5. National level by the National selection panel (NSP)

The selection panel at the school level comprised BOM chairman, principal, deputy principal, Head of Department (HOD), BOM representative, student council member and a Parent Association representative.

At all the other levels, the panel of assessors comprised officers from Teachers Service Commission, representatives from the Ministry of Education, KESHA, CEMASTEIA and TOYA -POYA winners of the previous year.

The National TOYA, iTOYA and POYA Award Scheme therefore marks the climax of this coveted competition. Each of the eight regions presented their best in each category. It is worth noting that the

National finalists are well motivated. KESHA in collaboration with e-Kitabu, and other organizations have provided cash and material awards to the finalists.

CEMASTEIA offered specialized technical support in the process of selection of finalists in the iTOYA category. This was in addition to a pedagogical expert who evaluated the ICT integrated lessons at the national level.

In 2017, the competition was tough since all the candidates made high quality and informed presentations. There was evidence that they had worked diligently in their respective positions therefore propelling their institutions to exemplary performance.

1.0 PREVIOUS WINNERS

The following are the previous winners since inception of the award scheme in 2008:

YEAR	POYA WINNER	TOYA WINNER
2008	Mr. Agali Otula, Maseno School (Nyanza)	Mr. Hassan Salat Muhammed Griftu Boys (North Eastern)
2009	Owuori Godfrey, St Peter's Mumias (Western)	Alice Omari, Pangani Girls, Nairobi (Nairobi)
2010	Mrs Juliet Kariuki, St. Mary's Igoji (Eastern)	Mr. Daniel N. Oloo, Maranda High School (Nyanza)
2011	Mr. David Kariuki, Alliance High School (Central)	Eunice M. Wambua, Precious Blood Kilungu (Eastern)
2012	Mr. Boaz Owino, Maranda High School (Lake)	Annette Wanyonyi, Mukumu Girls High School. (Western)
2013	Mrs. Rosemary Wanaswa, St. Brigids Girls, Kitale (Nzoia)	Mr. Joseph Kamau Ndirangu, St. Angelas, Kitui. (Northern)
2014	Samuel Gitonga Maina, Utumishi Academy (Mau)	Jotham Ndunde, Moi Girls Eldoret (Mau)
2015	Peter O. Obuogo, St. Josephs School Kitale (Nzoia)	Salyane Nyongesa, St Anthony Boys Kitale (Nzoia)
2016	Solomon A. Koech Emining Boys High Baringo (Mau)	Lucy Wangari Mugo, Karatina Girls Nyeri (Aberdare)

THE 2017 NATIONAL EVALUATION PROCEDURE

The evaluation process for TOYA and POYA in 2017 was an improvement on the previous years' especially on the methodology and tools for adjudication (lesson observation for iTOYA). At the National level, adjudication process included the following:-

a) Activity 1 – Presentation to the Conference Audience

The nominees were each given 7, 8 and 12 minutes for iTOYA, TOYA and POYA respectively to present to the audience a brief talk on the key milestones and initiatives that made them be identified for the awards. The aim of the presentation was to give the audience a chance to listen to them and learn the best practices and strategies which could be emulated by other institutions. It also enabled the participants to have a feel of the nominees' capabilities in presentation and articulation of various issues.

During the presentations, nominees were assessed on various performance parameters which included; mannerism, articulation, audibility, resource use, provision of evidence, time management and audience control in addition to innovativeness in lesson delivery. The presentation was further corroborated with tangible evidence provided by each nominee with a view to verify the authenticity and validity of the achievements narrated. In a nutshell, the iTOYA, TOYA and POYA were expected to explicate their vision, the most

brilliant achievement, child welfare and care, issues of moral considerations, strategic/tactical planning, their relationship with the community, commitment to team work and changing the school towards the "congruence" using all round performance indicators. These included child safety and protection, retention and completion rates, attendance, attainment, academic achievement, innovativeness, resourcefulness and focus.

b) Activity 2- Aptitude tests

The nominees were subjected to a psychometric/ aptitude test aimed at evaluating their capabilities in the following areas;

1. Time management
2. Competencies and general professional ethics
3. Communication skills
4. Leadership and management
5. Problem solving
6. Performance principles

b) Activity 2- Aptitude tests

The nominees appeared before the national selection panel for a face to face interview which aimed at establishing how well:

- Principals were conversant with their supervisory roles and how best to carry out these roles as the first line quality assurance officers.
- Teachers were conversant with delivery of the curriculum and performance of other administrative duties

d) Activity 4 – Standards and Verifiable Performance Indicators

The panel based their evaluation on, maintenance of teaching standards and learners achievements as propelled by the verifiable performance indicators namely: professional status, Teacher Performance Appraisal and Development (TPAD) and KCSE performance index.

The 2017 POYA, TOYA and iTOYA assessment embraced and reflected the theme of the Conference Education Reforms in Kenya, “Walking the policy talk”. The panel looked for compliance of

each of the awardees towards implementing the new TSC performance management system.

The evaluation procedure was anchored on the new TSC performance management system in delivery of quality teaching and management. This was to be achieved by the Principal and Teacher embracing and implementing performance contracting and performance appraisal respectively.

e) Activity 5 – OTHER ACHIEVEMENTS

The evaluators considered nominee’s personal development especially professional, academic and administrative aspects achieved through studies, courses, trainings and publications. In addition, the panel assessed the role of the nominee in the community and relevant professional bodies. The panel also considered their ability to transform, reclaim and steer their schools and students towards success, despite the surmounting challenges.

All these indicators were verified through face to face interview sessions and school visits with each of the 24 nominees. During the school visits and interviews, the assessors verified the nominees’ documents as part of the evidence to ascertain their authenticity.



POYA, TOYA & ITOYA – 2017

SCORING AND MERITING

The following are the previous winners since inception of the award scheme in 2008:

4.1 Justification

The scoring sheets (as shown in the subsequent pages) were based on compressed aspects of five key standards and various verifiable indicators using the TSC performance management systems.

In addition, the panel resolved that in case of a tie in computed scores, then the nominee with the best performance in the area of curriculum implementation be merited first. A further tie is broken by meriting the one with the best mean score in the subject.



4.2 National Assessment Tools

POYA/TOYA AWARD 2017 NATIONAL ASSESSMENT

PERSONAL DATA	
NAME	
TSC NUMBER	
SCHOOL	
COUNTY	
REGION	
SUBJECTS TAUGHT	
PROFESSIONAL QUALIFICATION	
MEAN SCORE	
ADVERSE REPORT	



		Score	Max. Score	Actual Score
A	Professional Status		9	
1.	Length of Service (Experience)		2	
	i. 11 years and above	2 mks		
	ii. 3 – 10 years	1 mks		
2	Academic & Professional qualification		4	
	i. Ph.D	4 mks		
	ii. Masters	3 mks		
	iii. Degree/PGDE	2 mks		
	iv. Diploma	1 mks		
3	Responsibilities		3	
	i. D/Head teachers / Senior	3 mks		
1.	ii. HoD.	2 mks		
	iii. HoS/Other responsibilities	1 mks		
B	Maintenance of the Teaching Standards		69	
1.	Teacher Professional Documents		26	
	i. Current Personal Timetable	2 mks		
	ii. Syllabi for the teaching subjects.	2 mks		
	iii. Approved Schemes of work.	2 mks		
	iv. Updated Lesson plans.	2 mks		
	v. Updated Lesson notes.	2 mks		
	vi. Records of work checked weekly.	2mks		
	vii. Learners' Progress Records indicating Value added progress (VAP).	2 mks		
	viii. Subject analysis for the National Exams.	2 mks		
	ix. Marked/checked learners work exercise books.	2mks		
	x. Co-curricular activity records.	2mks		
	xi. Learners' discipline management and guidance and counselling records.	2mks		
	xii. Copies of subject/ departmental meeting minutes.	2mks		
	xiii. Teacher Performance Appraisal and Development records.	2 mks		
2.	Lesson Attendance rating for three month		8	
	i. >59%	0 mks		
	ii. 60-70%	2 mks		
	iii. 71-80%	4 mks		
	iv. 81-90%	6 mks		
	v. 91-100%	8 mks		

		Score	Max. Score	Actual Score
3	Teacher Performance Appraisal and Development		35	
	Refer to TPAD Tool (to be availed by the teacher).	i. Professional knowledge and Application [5]		
		ii. Time Management [5]		
		iii. Innovation and creativity in teaching [5]		
		iv. Learner protection, safety, discipline and teacher conduct [5]		
		v. Promotion of Co-curricular activities [5]		
		vi. Professional Development [5]		
		vii. Collaboration with parents/guardians and stakeholders (project/ community work). [5]		
C	Learners' Achievements		10	
1	Performance in National Examinations		5	
	EITHER % of Subject Candidates			
	National Exam Optional Subjects:			
	i) >10%	1 mks		
	ii) 10-50%	2 mks		
	iii) 51-70%	3 mks		
	iv) 71-90%	4 mks		
	v) <90%	5 mks		
	OR %of candidates scoring C+ in compulsory subjects			
	i) >50%	1 mks		
	ii) 20-40%	2 mks		
	iii) 41-60%	3 mks		
	iv) 61-99%	4 mks		
	v) 100%	5 mks		
2	Value Addition		5	
	KCSE Subject Performance			
	Mean Scores/ Improvement Index -Last 3 Years	Either, Mean Score in KCSE Or, Improvement Index KCSE		
	10	2.10-2.50 >	5 mks	
	9	1.51-2.00	4 mks	
	8	1.49-1.50	3 mks	
	7	0.51-1.00	2 mks	
	6	0.50 >	1.mks	

D. Aptitude Test

Skills	Max Score	Actual Score
Level of Propensity	10	
i. Time Management	2	
ii. Professional ethics	5	
iii. Communication skills	3	

E. Presentation

Skills	Max Score	Actual Score
	Score	7
i. Articulation	1 mks	
ii. Time management	1 mks	
iii. Mannerism	1 mks	
iv. Evidence	1 mks	
v. Resource use	1 mks	
vi. Managing the audience	1 mks	
vii. Audibility/Communication	1 mks	
TOTAL SCORE		130

i-TOYA 2017 NATIONAL ASSESSMENT TOOL

		Score	Max. Score	Actual Score
A	Back ground information of the teacher		9	
2.	SMASE INSET		2	
	iii. More than 1 Certificate	2 mks		
	iv. 1 Certificate	1 mks		
2.	Practice of ICT Integration in teaching		5	
3.	Responsibilities		2	
2.	iv. Judge in science engineering fair	2 mks		
	v. Patron of science club	1 mks		
B	Maintenance of the Teaching Standards		22	
3.	Teacher Professional Documents		11	
	xiv. Current Personal Timetable	1 mks		
	xv. Approved Schemes of work	1 mks		
	xvi. Updated ICT Integrated Lesson plan	1 mks		
	xvii. Records of work checked weekly	1mks		
	xviii. Learners' Progress Records indicating Value added progress (VAP)	1 mks		
	xix. Subject analysis for the National Exams	1 mks		
	xx. Science engineering fair activity records.	1mks		
	xxi. Learners' life- long learning' records	1mks		
	xxii. Digital teaching /learning resources records	2 mks		
	xxiii. Teacher Performance Appraisal and Development records.	1 mks		
4.	Subject lesson Attendance rating for past three months		4	
	vi. >59%	0 mks		
	vii. 60-70%	1mks		

			Score	Max. Score	Actual Score
	viii.	71-80%	2mks		
	ix.	81-90%	3 mks		
	x.	91-100%	4 mks		
3.	Teacher Performance Appraisal and Development			7	
Refer to TPAD Tool (to be availed by the teacher).	viii.	Professional knowledge and Application	[1]		
	ix.	Time Management	[1]		
	x.	Innovation and creativity in teaching	[1]		
	xi.	Learner protection, safety, discipline and teacher conduct	[1]		
	xii.	Promotion of Co-curricular activities (Science engineering fair)	[1]		
	xiii.	Professional Development	[1]		
	xiv.	Collaboration with parents/guardians and stakeholders (project/ community work)	[1]		
C	Learners' Achievements			5	
1.	Subject performance in National Examinations				
	Subject Performance in KCSE for the last three years for the Sub-county school				
	vi)	C	1 mks		
	vii)	C+	2 mks		
	viii)	B-	3 mks		
	ix)	B & B+	4 mks		
	x)	A-&A	5 mks		
	Subject Performance in KCSE for the last three years for County and Extra county school				
	vi)	C+	1 mks		
	vii)	B-	2 mks		
	viii)	B	3 mks		
	ix)	B+	4mks		
	x)	A- & A	5 mks		
	Subject Performance in KCSE for the last three years for National school				
	i)	B-	1mks		
	ii)	B	2mks		
	iii)	B+	3mks		
	iv)	A-	4mks		
	v)	A	5mks		
2.	Value Addition on KCSE Subject Performance			5	
	Mean Scores/ Improvement Index -Last 3 Years	Subject Improvement Index KCSE			
		2.10-2.50 &>	5 mks		
		1.51-2.00	4 mks		
		1.49-1.50	3 mks		
		0.51-1.00	2 mks		
		0.50 &>	1mks		

POYA, TOYA & ITOYA – 2017

SECTION B: Evaluate the teacher's in regard to performance of teaching in ICT Integration lesson. (By the pedagogical expert) (30marks)

1 Lesson planning exp						Max. Score	Actual Score						
Item	Rate the lesson planning using the following rating scale: very adequate (5); adequate (4); fairly adequate (3); inadequate (2; not at all (1)					5	4	3	2	1			
1.	LP1	The choice of ICTs for use in this lesson took into account students' background in terms of											
2.	LP2	ICTs were planned to link the lesson objectives with content and practical activities/ discussion tasks											
3.	LP3	The teacher prepared ICTs necessary for learner centered lesson											
		Mean										5	
2. Lesson Introduction											Max. Score	Actual Score	
Item	Rate the lesson Introduction using the following rating scale: very adequate (5); adequate (4); fairly adequate (3); inadequate (2; not at all (1)					5	4	3	2	1			
4.	LIN1	Teacher used ICT to link previous knowledge / skills/ everyday life experiences/ rationale to the content being taught											
5.	LIN2	Teacher incorporated ICT to arouse the interest / curiosity of the learners through innovative activities (Minds and hands on) or real-life activities											
6.	LIN3	Teacher focused the learners on what they were expected to know or be able do during the lesson											
		Mean										5	
3. Student Participation in Lesson Activities											Max. Score	Actual Score	
Item	Rate this section using the following rating scale: very adequate (5); adequate (4); fairly adequate (3); inadequate (2; not at all (1)					5	4	3	2	1			
7.	SPLA2	ICT enabled lesson activities that enhanced learners to communicate and collaborate with each other by listening effectively, formulate and disseminate own thoughts and ideas											
8.	SPLA3	ICT enhanced lesson activities that enabled learners to interpret, analyze, and evaluate new information											
9.	SPLA4	ICT enhanced lesson activities that provided learners with opportunities to solve non-familiar problems in predictable and innovative ways											
		Mean										5	
4. Innovation											Max. Score	Actual Score	
Item	Rate the lesson Innovation using the following rating scale: very adequate (5); adequate (4); fairly adequate (3); inadequate (2; not at all (1)					5	4	3	2	1			
10.	INN1	ICT enabled the teachers to modify / simplify lesson activities / experiment(s) / projects based on the needs of the learners											
11.	INN2	Teacher utilized use of ICT to compliment conventional materials											
12.	INN4	Learners were able to effectively use ICT to enhance learning											
		Mean										5	
5. Conclusion											Max. Score	Actual Score	
Item	Rate the conclusion of the lesson using the following rating scale: to a very great extent (4); to a great extent (3); to some extent (2); to a little extent (1); not at all (0)					5	4	3	2	1			
13.	C1	Teacher used ICT to assist learners to relate the content in relation to what they come across in the society and gave follow-up activities											
14.	C2	Learners were encouraged to use ICT for further research											
		Mean										5	
6. Evaluation											Max. Score	Actual Score	
Item	Rate the lesson planning using the following rating scale: very adequate (5); adequate (4); fairly adequate (3); inadequate (2; not at all (1)					5	4	3	2	1			
15.	EV1	Teacher checked learners' understanding through questioning											
16.	EV2	Teacher invited questions from learners at the end of the lesson											
		Mean										5	



D. Video observation

Skills		Max Score	
Quality of the video	Score	28	Actual Score
The maximum duration of the video should be 5 minutes	5 mks		
The video should highlight the teachers' innovative approach to ICT integration to teach the subject.	10 mks		
Appropriate use of ICT in lesson delivery	5 mks		
Alignment to concept in Mathematics or Sciences the teacher is teaching	5mks		
Video should be visible and audible	3 mks		

E. Presentation

Skills		Max Score	
	Score	6	Actual Score
viii.	Articulation	1 mks	
ix.	Time management	1 mks	
x.	Evidence	1 mks	
xi.	Resource use	1 mks	
xii.	Managing the audience	1 mks	
xiii.	Audibility/Communication	1 mks	
TOTAL SCORE			100

BRIEF ON 2017 FINALISTS

5.1 TOYA NOMINEES SUMMARY

A total of eight regions presented candidates for the 2017 T.O.Y.A awards during the 42nd KESSHA conference.

Agnes Njoki Ndirangu TSC 251174

School: Buruburu Girls
County: Nairobi, Metropolitan Region
Subject taught: English/Literature
Academic/Professional qualification: Masters in Guidance and Counseling
Mean Score: 6

Phylis Wangeci Kamau TSC 423240

School: Mahiga Girls
County: Nyeri Region
Subject taught: Kiswahili/Geography
Academic/Professional qualification: MED
Mean Score: 10.44

Ibrahim Dekow TSC 525312

School: County High
County: Garissa, Garissa Region
Subject taught: IRE/ARAB
Academic/Professional qualification: Post Graduate Diploma
Mean Score: 6.14

Janet Wanjala Thomas TSC 323502

School: Kenyatta High School Mwatate
County: Taita Taveta County, Coast Region
Subject taught: Kiswahili/CRE
Academic/Professional qualification: Masters Guidance and Counseling
Mean Score: 9.76

Sr Kalee Ndambuki TSC 378685

School: St Josephs Boys Kitale
County: Trans Nzoia, Mau Region
Subject taught: CRE/History
Academic/Professional qualification: Masters in Counseling Psychology
Mean Score: 11.702

Fredrick Kioko TSC 455140

School: Mbooni Boys High School
County: Makueni, Highland Region
Academic/Professional qualifications: Masters
Subject Taught: Chemistry/Biology
Mean Score: 7.26

Elvuna Lillian Adhiambo TSC 389243

School: St Clares Maragoli Girls
County: Vihiga, Western Region.
Subject taught: Home Science/BED
Academic/Professional qualification: Masters in Counseling Psychology
Mean Score: 8.82

Onyango Daniel Omondi TSC 534186

School: Ogande Girls High School
County: Homabay, Lake Region
Subject taught: Kiswahili/CRE
Academic/Professional qualification: BED
Mean Score: 5.86

ITOYA NOMINEES SUMMARY

Harrison Oliver Onyango TSC 560242

School: Buruburu Girls, Nairobi, Metropolitan Region

Subject taught: Biology/Home Science

Academic/Professional qualification: BED

Jemimmah Mutethya Kivuu T S C 381969

School: Chaani Girls, Mombasa County, Mombasa Region

Subject taught: Physics/Chemistry

Academic/Professional qualification: BED

Paul Kamau Thairu TSC 446978

School: Loreto Kiambu, Nairobi County, Aberdare Region

Subject taught: Physics/Maths

Academic/Professional qualification: MBA

Apollo Emophas Justus TSC 682785

School: Boystown, Garissa County, Garissa Region

Subject taught: Biology/Agriculture

Academic/Professional qualification: BED

Eunice M Rurua TSC 442896

School: Kyeni Girls, Embu County, Highlands Region

Subject taught: Physics/Chemistry

Academic/Professional qualification: MED

Harrison Smith Agosa TSC 622465

School: St Josephs Kitale, Trans Nzoia, Mau Region

Subject taught: Physics

Academic/Professional qualification:

Paul Mallo Barasa TSC 573044

School: Lwanya Girls, Busia County, Western Region

Subject taught: Biology/Chemistry

Academic/Professional qualification: BED

James Okewa TSC 442938

School: Maranda High School, Siaya County, Lake Region

Subject taught: Mathematics

Academic/Professional qualification: BED

POYA NOMINEES SUMMARY

Mohamed Haji Hassan

TSC 308227

School: Elwak DEB Day High School – Mandera County, Garissa Region.

Qualification: MBA

Subject Taught: IRE/Business

School mean: 4.17

Beatrice Ndiga (Dr)

TSC 351090

School: St Annes Girls Secondary School, Nairobi County, Metropolitan Region.

Qualification: Phd

Subject Taught: Biology/

School mean: 5

Esther Akiso Amukwachi

TSC 291895

School: , Archbishop Njenga Girls, Kakamega County, Western Region.

Qualification: BED

Subject Taught: Home science/BED

School mean: 6.82

Stephen Kamau Gathii

TSC 357234

School: Kahuho Uhuru Secondary, Kiambu County, Aberdare Region.

Qualification: Executive Masters

Subject Taught: History/Geography

School mean: 6.69

Veronica Wakesho

TSC 186294

School: Murray Girls High School, Taita Taveta, Coast Region.

Qualification: Bachelor of Education

Subject Taught: Homescience

School mean: 7.49

Jennifer Kiprono

TSC 336335

School: Metkei Girls Sch, Elgeyo Marakwet County, Mau Region.

Qualification: Masters in Counseling Psychology

Subject Taught: History/CRE

School mean: 8.83

Sr Anastacia Amollo

TSC 291894

School: Lwak Girls High School, Siaya County, Lake Region.

Qualification: MED

Subject Taught: Home Science

School mean: 7.103

Patrick Nderitu

TSC 323579

School: Moi High School Mbiruri, Embu County, Highlands Region.

Qualification: BED

Subject Taught: Business Studies/

School mean: 8.745



6.0. PERFORMANCE

The eight regions were represented in the three categories. The Panel noted with appreciation the high level of performance among the finalists especially in performance management and appraisal. It was also noted with concern that one of the iTOYA finalists did not meet the required three years teaching experience under TSC employment and therefore was disqualified. The general performance by the nominees was above 60% with the exception of four.

7.0. OBSERVATIONS

The panel observed the following:

- Most of the nominees had undertaken teacher professional development.
- All finalists performed above average in the psychometric test.
- There was lack of objectivity in rating of TPAD by appraisers.
- From the TPAD documents presented by nominees it was noted that some principals had delegated the work of appraising to teachers.
- ICT integration in learning/teaching should add value to lesson delivery and not just use of equipment.
- Submission of books of accounts was not up to date.
- There is general laxity in supervision in

preparation and use of professional records.

- Falsification of appraisal information.
- Non setting of targets and monitoring on monthly and termly basis.
- Arbitrary selection or handpicking of POYA/TOYA candidates at the different levels of the competition in some regions.
- Non adherence to the timelines of the selection processing leading to rushed selection processes.
- Disparity of information in power point presentations with actual findings in the schools.
- Majority of the finalist were found to have been involved in community service, student mentorship and talent development.
- Some of the finalists were published authors while others are pursuing doctorate studies.
- Some nominees displayed inadequate exposure in current affairs

8.0. RECOMMENDATIONS

The panel recommends the following:-

- The National Selection panel emphasizes the need for uniformity in the selection criteria for POYA, TOYA and iTOYA from grass root level.
- The assessment and evidence presented for POYA, TOYA and iTOYA should be from the current station.
- POYA, TOYA and iTOYA finalists should be used by TSC and KESSHA as goodwill ambassador in their schools, counties, regions and nationally.
- A minimum qualifying mark be set for qualification to the next level of competition.
- TSC and KESSHA recommend finalists to the government for national honors
- TSC field officers and KESSHA should continue to create awareness and encourage teachers and Principals to participate in the

9.0. CONCLUSION

- Finally we wish to commend all the nominees for being identified at the grassroots and for their exemplary performance and extend the same to the conveners.



POYA, TOYA & ITOYA – 2017

APPENDIX I: ITOYA AWARD SUMMARY TABLE 2017

S/No	TSC No.	Name	Section A out of 37	Section B out of 30	Section C out of 10	Section D out of 19	Section E out of 7	Interview out of 25	Total out of 128	% score
1	446978	Paul K. Thairu Loreto Girls Kiambu Central	31.4	24.5	8	15.75	5.25	16.6	101.5	79.30
2	442896	Eunice Ruraa Kyeni Girls Embu Eastern	32.6	19.8	8	9.5	5.75	18.1	93.75	73.24
3	573044	Paul Mallo St. Stephens Lwanya Girls Busia Western	23.1	21.7	9	14.3	5.25	16.5	89.85	70.20
4	622465	Harrison Agosa St. Josephs Kitale Trans Nzoia Rift Valley	28.2	14.6	9	10.8	5.67	15.7	83.97	65.60
5	560242	Harrison O. Onyango Buruburu Girls Nairobi	24	12.6	9	9.8	3.83	13	72.23	56.43
6	442938	James Okewa Maranda High School Siaya Nyanza	20.5	10.9	9	9	5.83	15.9	71.13	55.57
7	381969	Jemimah Kivuu Chaani Secondary School Mombasa Coast	9.9	12.2	8	8.3	4.83	12.9	56.13	43.85

APPENDIX II: TOYA AWARD SUMMARY TABLE 2017

			Professional Status	Maintenance of teaching	Learners' Achievement	Aptitude Test	Presentation	Interview	Total	
	TSC NO.	NAME	A- 9mks	B-69mks	C-10mks	D-10 mks	E-7mks	F 25mks	130	%
1	423240	PHYLIS WANGECI KAMAU MAHIGA GIRLS, NYERI	8	66.5	9	8	5.58	19.1	116.18	89.37
2	455140	FREDRICK KIOKO, MBOONI SECONDARY	7	58.5	7	9	5.83	19	106.33	81.79
3	378685	SR. KALEE NDAMBUKI, ST. JOSEPH'S BOYS, KITALE	7	61	10	8	5.42	11.6	103.02	79.25
4	389243	ELVUNA A. LILIAN, ST CLARES MARAGOLI GIRLS	7	56.5	7	9	6.75	13	99.25	76.35
5	534186	OGANDE GHS, HOMA BAY.	6	45	9	9	5.75	17.3	92.05	70.81
6	323502	JANET WANJALA THOMAS, KENYATTA MWATATE HIGH SCHOOL	7	60.8	2	7	5.17	9.2	91.17	70.13
7	251174	AGNES NJOKI NDIRANGU, BURUBURU GIRLS	8	51.5	4	8	5.33	9.9	86.73	66.72
8	525312	IBRAHIM DEKOW COUNTY HIGH SCHOOL GARISSA.	5	45	3	7	4.42	8.6	73.02	56.17

APPENDIX III: POYA AWARD SUMMARY TABLE 2017

				Professional Status	Maintenance of teaching Standards	Learners' Achievement	Aptitude Test	Presentation	Interview	Total
	TSC NO	NAME	A- 9mks	B-69mks	C-10mks	D-10mks	E-7mks	F-25mks	130	%
1	291894	SR. ANASTACIA F. AMOLLO, LWAK GHS	8	59	10	10	6.42	10.9	104.32	80
2	186294	VERONICA WAKESHO MARAMI, MURRAY GIRLS HIGH SCHOOL	7	59.75	6	7	5.17	17.1	102.02	78.48
3	336335	JENIFFER KIPRONO, METKEI GIRLS, E/ MARAKWET	8	53	8	8	5.33	16.7	99.03	76.18
4	227136	MOHAMED HAJI HASSAN :ELWARK DEB DAY SECONDARY SCHOOL MANDERA	7	51	0	9	6	18.5	91.5	70.38
5	325579	PATRICK NDERITU, MOI MBIRURI, EMBU	6	42.5	7	9	5.83	17	87.33	67.18
6	291895	ESTHER AKISO AMUKWACHI	7	42	6	9	4.92	17.8	86.72	66.71
7	351090	BEATRICE A. NDIGA, ST. ANNE'S GIRLS' SEC.SCH. NAIROBI	8	43.7	3	8	6.33	16.7	85.73	65.95
8	357234	STEPHEN KAMAU GATHII, KAHUHO UHURU SEC.	7	37.5	7	8	5.08	15	79.58	61.22



APPENDIX

MEMBERS OF THE NATIONAL PANEL

S/NO	NAME OF PANELIST	ORGANIZATION	SIGNATURE	DATE
1	MARY C ROTICH DIRECTOR TEACHER MANAGEMENT	TSC		
2	ABDIRIZAK FARAH SENIOR DEPUTY DIRECTOR TEACHER MANAGEMENT –POST PRIMARY	TSC		
3	GABRIEL MATHENGE ASSISTANT DEPUTY DIRECTOR QUALITY ASSURANCE AND STANDARDS	TSC		
4	ENOS OYAYA, OGW RETIRED DIRECTOR QUALITY ASSURANCE	CONSULTANT		
5	DR EVANSON MURIUKI MURIITHI PEDAGOGICAL EXPERT	UON		
6	PAUL WAIBOCHI ICT COORDINATOR	CEMASTEА		
7	PHILIP MAATE LECTURER	CEMASTEА		
8	ISAAC GATHAMBIRI LECTURER	CEMASTEА		
9	SOLOMON KOECH PRINCIPAL EMINING HIGH SCHOOL	POYA 2016		
10	JUSTUS MARAGARA NATIONAL PROGRAMS COORDINATOR PRINCIPAL NGENIA SECONDARY SCHOOL LAIKIPIA	KESSHA		
11	LILLIAN M MWEMA COORDINATOR POYA-TOYA PRINCIPAL IKUTHA GIRLS KITUI	KESSHA		
12	MIRIAM SOGO CHIEF ADMINISTRATION OFFICER- PERFORMANCE CONTRACTING AND PERFORMANCE APPRAISAL	TSC		
13	SIMON K NJAGI CHIEF CORPORATE COMMUNICATION OFFICER RAPPOREUR	TSC		
14	ESTHER NYAMBURA TECHNICAL OFFICER	CEMASTEА		

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