

S/N	Thematic Areas	Competencies	Descriptive statements	Areas of Focus	Depth of Knowledge
1	<b>Curriculum</b>	Demonstrate understanding of the curriculum and syllabus	<ul style="list-style-type: none"> <li>• Explain the concept of curriculum and syllabus.</li> <li>• Determine the philosophy, the goal and objectives of the primary curriculum.</li> <li>• Differentiate between the types of curriculum.</li> <li>• Explain the basic component of the curriculum.</li> <li>• Discuss the curriculum terminologies in the context of the primary curriculum.</li> <li>• State and explain the various core competencies learners must develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Curriculum and Syllabus</li> <li>• The philosophy, the goal and objectives of the primary curriculum</li> <li>• Types of curriculum <ul style="list-style-type: none"> <li>○ Standard based</li> <li>○ Objective based</li> </ul> </li> <li>• Components of the curriculum</li> <li>• Curriculum terminologies</li> <li>• Core competences</li> </ul>	
2	<b>Teaching Methods</b>	Demonstrate the ability to use different teaching methods and skills to	<ul style="list-style-type: none"> <li>• Explain two main types of teaching methods and how they can be employed in the classroom.</li> <li>• Determine some factors that influence</li> </ul>	<ul style="list-style-type: none"> <li>• Two main types of teaching methods: Teacher-centered and Child-centered</li> </ul>	

		<p>enrich lesson delivery.</p>	<p>the choice of teaching methods.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the two main types of teaching methods.</li> <li>• Give a clear insight and understanding with respect to how teacher-centered and learner-centered instructional strategies play complementary roles in effective teaching and learning.</li> <li>• Discuss the examples of learner-centered method of teaching such as role play, dramatization, group method etc.</li> <li>• Describe the examples of teacher-centered method of teaching such as lecture method, demonstration, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that influence the choice of teaching methods</li> <li>• Complementary role of the two main methods of teaching</li> <li>• Examples of learner-centered method of teaching such as role play, dramatization, group method, etc.</li> <li>• examples of teacher-centered method of teaching such as lecture method, demonstration</li> </ul>	
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3	<b>Differentiation and Scaffolding</b>	Demonstrate an understanding of the concept of differentiated learning and scaffolding.	<ul style="list-style-type: none"> <li>• Explain the concept differentiated learning and scaffolding.</li> <li>• Differentiate between the various types of differentiated learning.</li> <li>• Outline the types of scaffolding.</li> <li>• Demonstrate understanding and the use of differentiated instructional approaches in diverse learning environment.</li> <li>• Identify the various learning styles of learners.</li> <li>• Analyze Lev Vygotsky's theory and its implication in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Differentiated learning and Scaffolding</li> <li>• Differentiated approaches or types</li> <li>• Learning styles</li> <li>• Zone of proximal development</li> </ul>	
4	<b>Inclusion</b>	Demonstrate knowledge and understanding, and use of different strategies for managing inclusive classroom.	<ul style="list-style-type: none"> <li>• Explain the meaning of inclusion.</li> <li>• Discuss the challenges of inclusive practices in the classroom.</li> <li>• Apply the approaches and strategies in managing inclusive classroom.</li> <li>• Elaborate the importance of inclusive education practices in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Challenges of inclusive practices</li> <li>• Approaches and strategies in managing inclusive classroom</li> <li>• Importance of inclusive</li> </ul>	

				education practices	
5	<b>Lesson Planning</b>	Demonstrate clear understanding of the components of a lesson plan and develop the skill of preparing very good and comprehensive lesson plans	<ul style="list-style-type: none"> <li>• Mention the various components of a lesson plan.</li> <li>• State measurable and achievable objectives of a lesson plan.</li> <li>• Explain what goes into the various components of a lesson plan.</li> <li>• Design and label a lesson plan.</li> <li>• Discuss the relevance of preparing a lesson plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Components of the lesson plan</li> <li>• Measureable and achievable objectives</li> <li>• Structure of the lesson plan</li> <li>• Relevance of a lesson plan</li> </ul>	

6	<b>Instructional Resources and the use of ICT</b>	Demonstrate a clear understanding among the concept of instructional resources and ICT.	<ul style="list-style-type: none"> <li>• Explain the types of teaching and learning resources.</li> <li>• Identify and discuss the relevance of teaching learning resources in the teaching and learning process.</li> <li>• Discuss the challenges teachers face in using teaching learning resources.</li> <li>• Describe the relevance and the use of ICT tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of teaching learning resources</li> <li>• Relevance of teaching learning resources</li> <li>• Challenges faced in using teaching learning resources</li> <li>• Relevance and the use of ICT tools</li> </ul>	
7	<b>Classroom Management</b>	Demonstrate effective ways of managing the classroom to facilitate effective teaching and learning.	<ul style="list-style-type: none"> <li>• Explain what classroom management entails.</li> <li>• Describe how discipline can be maintained in the classroom.</li> <li>• Outline the various seating arrangements the teacher can use in the classroom.</li> <li>• Design an ideal seating arrangement in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of classroom management</li> <li>• Maintaining discipline in the classroom</li> <li>• Various seating arrangements</li> <li>• Behavior modification strategies</li> <li>• Time management</li> </ul>	

			<ul style="list-style-type: none"> <li>• Describe the strategies used in modifying behavior in the classroom</li> <li>• Examine effective time management in the classroom</li> <li>• Identify classroom rules and routines</li> </ul>		
8	<b>Questioning and Feedback</b>	Demonstrate the understanding of questioning techniques in the classroom	<ul style="list-style-type: none"> <li>• Discuss the various levels of questioning</li> <li>• Explain the types of questioning.</li> <li>• List the relevance of questioning.</li> <li>• Illustrate effective questioning strategies.</li> <li>• Develop some examples of questioning relating to the levels of questioning.</li> <li>• Elaborate the importance of feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of questioning</li> <li>• Relevance of questioning</li> <li>• Types of questioning</li> <li>• Effective question strategies</li> <li>• Feedback</li> </ul>	

9	<b>Motivation</b>	Demonstrate the understanding of how motivation is used in the classroom.	<ul style="list-style-type: none"> <li>• Explain the concept of motivation.</li> <li>• Distinguish between the types of motivation.</li> <li>• Describe the strategies employed in motivating students in the classroom.</li> <li>• Discuss the importance of motivation with students in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of motivation</li> <li>• Types of motivation</li> <li>• Strategies employed in motivating students in the classroom.</li> <li>• Importance of motivating students</li> </ul>	
10	<b>Assessment</b>	Demonstrate the understanding and knowledge of basic concepts in assessment such as assessment, test, measurement and evaluation	<ul style="list-style-type: none"> <li>• Distinguish between and among the concepts assessment, test, measurement and evaluation.</li> <li>• Differentiate between the types of assessment.</li> <li>• Describe and demonstrate the use of assessment for learning, of learning and as learning.</li> <li>• Explain the general principles of assessment</li> <li>• Outline the relevance of assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of Assessment, Test, Measurement and Evaluation</li> <li>• Types of assessment</li> <li>• Forms of assessment</li> <li>• General principles of assessment</li> <li>• Relevance of assessment</li> </ul>	

**PEDAGOGY FOR PRIMARY**



**TABLE OF SPECIFICATION FOR PEDAGOGY IN PRIMARY****Subject Outcomes ( Depth of Knowledge)**

<b>Content Areas</b>	<b>Level 1 Remembering (Recall)</b>	<b>Level 2 Understanding (Skills/Concepts)</b>	<b>Level 3 Applying (Strategic Thinking)</b>	<b>Level 4 Analysing/ Evaluating/ Creating (Extended Thinking)</b>	<b>Total</b>
<b>1. Curriculum</b>	1	3	3	2	<b>9</b>
<b>2. Teaching Methods</b>	2	3	3	4	<b>12</b>
<b>3. Differentiation and Scaffolding</b>	1	3	3	3	<b>10</b>
<b>4. Inclusion</b>	1	3	3	3	<b>10</b>
<b>5. Lesson Planning</b>	1	2	3	3	<b>9</b>
<b>6. Instructional Resources and the use of ICT</b>	2	2	3	3	<b>10</b>
<b>7. Classroom Management</b>	2	3	3	4	<b>12</b>
<b>8. Questioning and Feedback</b>	1	2	3	2	<b>8</b>
<b>9. Motivation</b>	2	2	3	3	<b>10</b>
<b>10. Assessment</b>	2	2	3	3	<b>10</b>
<b>Total</b>	<b>15</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100%</b>