



PROFESSIONAL DOCUMENTS & LESSON DEMONSTRATION

GRADE 10

DECEMBER, 2025

Learning Outcomes



By the end of the session, participants will:

- a) State the importance of various professional documents,
- b) Outline the components of each professional document,
- c) Develop and critique various professional documents,
- d) Prepare professional documents and demonstrate a lesson,
- d) Appreciate the importance of preparing own professional documents.

SESSION 1: PROFESSIONAL DOCUMENTS

GUIDELINES ON PROFESSIONAL DOCUMENTS AT SENIOR SCHOOL

Professional documents are prepared by the teacher to guide effective and efficient implementation of the curriculum.

These include **Schemes of Work, Lesson Plan, Record of Work Covered, Time table and Individualised Education Plan** for learners with special needs and disabilities. In this regard, the School shall ensure that:

- 1) Schemes of work indicate the requisite administrative details, week, lesson, strand, sub strand, specific learning outcomes, experiences, key inquiry questions, learning resources, assessment and reflection.
- 2) Schemes of work are ready for use by the first week of every term.
- 3) Teachers prepare and use lesson plans for every lesson as per the schemes of work.
- 4) The lesson plans should break down the content in the scheme of work into teachable units.

- 6) Teachers formulate lesson specific learning outcomes based on the scheme of work and provide opportunities for extended learning.
- 8) Lesson planning takes into consideration the learners age, ability, background, learning styles, available learning resources and the learning environment.
- 10) The lesson plan includes values, core competencies and PCIs.
- 11) All teachers maintain a record of work as evidence of the content covered and for ease of handing and taking over in case of a transfer.
- 12) The Record of work covered provides the requisite administrative details, time frame, lesson, content covered and a reflection.

- 13) Individualized Education Programme is developed to meet the unique needs of learners with special needs, to guide the planning and monitoring of their learning.
- 14) Progress records document the learner's academic performance on a weekly, monthly or termly basis to monitor learners' achievement.
- 15) Progress records are used by both the teacher and the learner to reflect on, and re-assess the teaching-learning process.
- 16) All professional documents are endorsed by the school administration.
- 17) Teachers prepare a master timetable to guide the flow of lessons in terms of time.

PILLARS OF TEACHERS' PROFESSIONAL DOCUMENTS



- Coherence, alignment, customization, clarity, and reflection are the pillars of high-quality teachers professional documents.
- A well-prepared professional document, such as a scheme of work, lesson plan, record of work, IEP, or lesson notes, should reflect organization, alignment with curriculum, and thoughtful customization.
- **1. Conformity to Prescribed Formats as** recommended by Curriculum Authorities
- **2. Curriculum Alignment:** Content is unpacked from curriculum designs

Cont...PILLARS OF TEACHERS; PROFESSIONAL DOCUMENTS

- **3. Customization to Learner Needs:** Learning experiences and resources are tailored to suit the context and learner diversity.
- **4. Clarity and Specificity:** Clearly stated learning outcomes and key questions guide instruction. Logical flow in learning steps and activities across all documents.
- **5. Reflective Practice:** Regular updates to reflection and remarks columns to inform instructional improvements and learner progress.
- **6. Currency and Relevance:** Documents are current, reviewed regularly, and address real classroom needs. Lesson notes are derived directly from lesson plans and reflect recency.

1. Schemes of Work



What are the gaps in the preparation and use of schemes of work?

- Overreliance on online/commercial schemes of work. These do not address the needs and situation of the learner.
- Failure to use recommended curriculum format.
- Not aligning them to the curriculum design. Instead many teachers indicate that they use course books and Teacher Guides for scheming purposes.
- Failure to quote the exact reference being used including title, page numbers, author, when using coursebooks and other reference materials.

Gaps Cont'.....

- Stating lesson specific learning outcome using 'sub strand' instead of 'lesson'.
- Reflection column is normally not updated. If so, it is sketchy with remarks such as done, covered which cannot inform teaching and improvement of learning.
- Failure to update schemes of work over a period of time
- Not coherent, scanty and no logical flow.

Gaps Cont'....

- There's disregard of the three levels of the learning outcomes. **Knowledge**(*Cognitive*) , **Skill**(*Pyschomotor*) and **Attitude**(*Affective*). Teachers tend to focus on mainly knowledge.
- Some Lesson learning outcomes lack the context ; Must be well developed with a correct **Verb**(*HOTs*), **Object** and **Context**(*Why, How, Where, What, Who, When*)

Scheme of Work for Agriculture Grade 10

Administrative Details	
School	Kajiado Senior School
Year	2025
Term	3
Subject	Agriculture
Grade	10
Teacher's Details	Name: Leshan Mkenya TSC. No: 567823

1	1&2	Crop Production	Crop Protection Weed control	By the end of the lesson, the learner should be able to: a) Identify weeds in a crop field, b) classify weeds based on provided criteria in a crop field, c) acknowledge the criteria used in classifying weeds.	The learner is guided to: - Take a field excursion to identify common weeds in the locality. - Observe features such as leaf shape, stem , and root structures of the various weeds . - Classify observed weeds, according to life cycle (<i>annual, biennial, perennial</i>)and leaf morphology (<i>broad leaved and narrow leaved</i>)weeds. .Prepare a weed herbarium..	How are weeds classified?	Photographs of weeds, local environment, Hand gloves, small hoes, bags, cellotape, notebooks, smart phones.	Observation Portfolio Oral assessment.	Learners actively participated in the field activity and successfully identified and classified most weeds using the provided criteria. Learners were able to classify weeds based on morphology but needed reinforcement on life cycles. Safety protocols were followed and no incidents occurred. Limited weed varieties in the locality slightly affected the activity, but supplementary materials will be used in next lesson.

Activity 3



In Cluster groups:

- Select a subject of your choice from the Cluster areas.
- Pick one sub strand and prepare a one-week scheme of work. (Preferably a sub strand with 4-6 lessons)
- Present in a gallery walk and critic the presentations(peer assessment)
- What lesson(s)have you learned regarding preparation of S.O.W?

2. Lesson Plan



GROUP ACTIVITY 4

- What are your experiences regarding preparation of lesson plans?
- What is the difference between the lesson plans in CBC and other lesson plans that you are familiar with.
- What is the relationship between the lesson plan and S.O.W?
- Outline the components of a lesson plan in CBC.
- How are core competencies, values and PCIs addressed in a lesson plan?
- Share in plenary.

MULTIPLE INTELLIGENCES



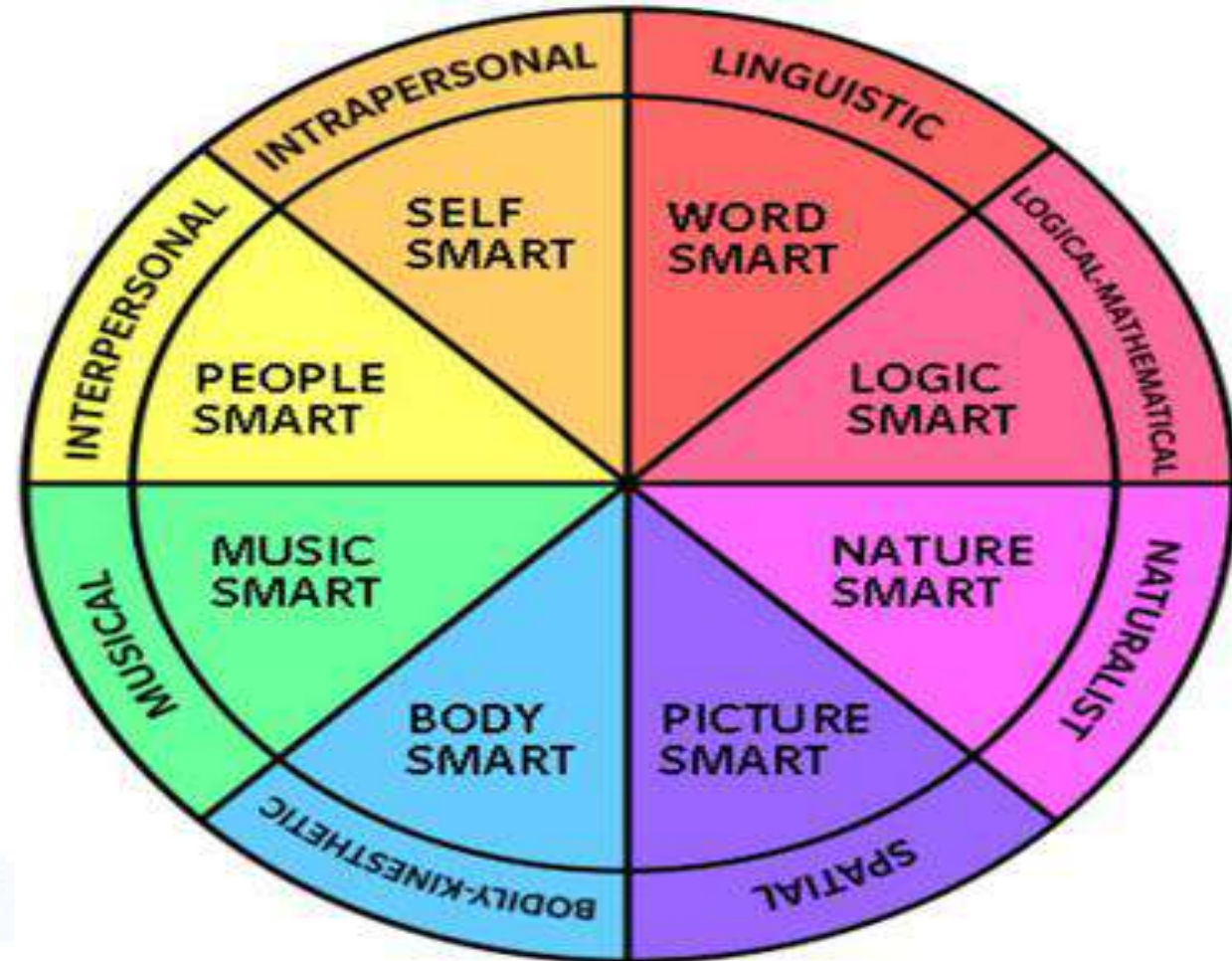
ACTIVITY 2:

'FINDING MY TWIN/TEAM'

"How do you learn best? Choose one:"

1. Watching/seeing (Visual)
2. Listening (Auditory)
3. Doing/acting (Kinesthetic)
4. Reading/Writing (Text-based)

N. FLEMING(VARK)

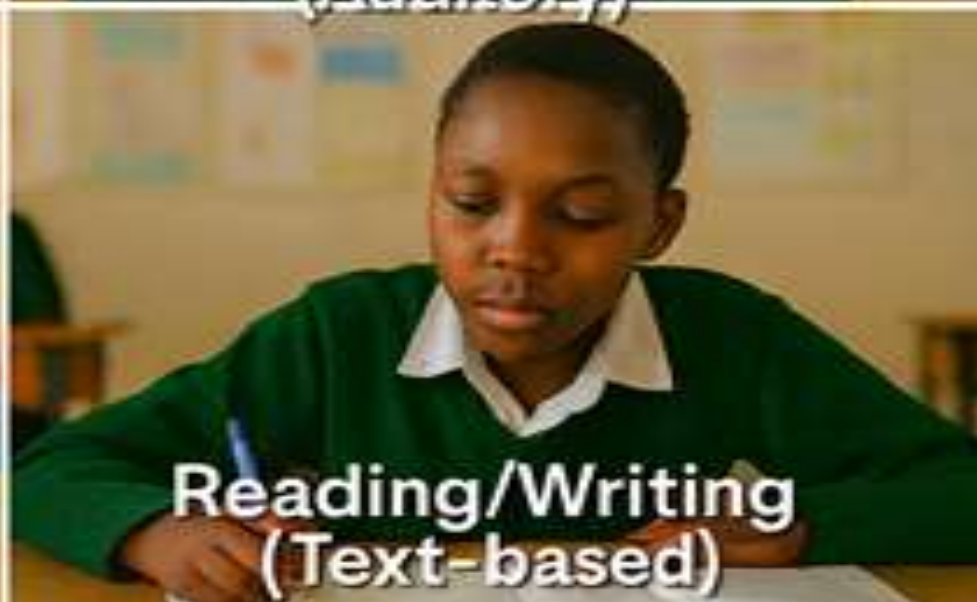


H. GARDENER

Summary of activity:



- The teachers instantly see:
- ✓ How varied learning styles are
- ✓ That no single method fits everyone
- ✓ The reason why they must mix strategies when preparing professional documents



- Aim to **integrate at least 3 different learning styles per lesson**
(e.g. visual, auditory, reading/writing) and or kinaesthetic)
- Also use Multiple Intelligence model by Gardener.
- Use **differentiated instruction model**, to vary strategies across lessons or activities by adjusting learning approaches, content, and learning tasks to meet learners' diverse needs, readiness levels, interests, and learning profiles.

Example

(Lesson on Soil Types in Agriculture)

Visual: Show pictures /images or actual different soil types

Auditory: Explain with a story / involve learners in a discussion / make presentations from project work/narration/debate on different soil types.

Kinaesthetic: Let learners touch and classify actual soil samples

Read/Write: Search for information, write a report /

LESSON PLAN - AGRICULTURE

ADMINISTRATIVE DETAILS

School	Kajiado Senior School	Date	09/09/2025			
Subject	Agriculture	Time	2:00-3.20 pm			
Year	2025	Grade	10			
Term	3	Roll	Boys	22	Girls	23
			TOTAL: 45			
Teacher's Details	Name: Leshan Mkenya	TSC No. : 567823				

Strand: Crop Production

Sub Strand: Crop Protection : Weed Control

Lesson Learning Outcomes

By the end of the lesson, the learner should be able to:

- a) identify weeds in a crop field,
- b) classify weeds based on provided criteria in a crop field,
- c) acknowledge the criteria used in classifying weeds.

Key Inquiry Questions

How are weeds classified?

Learning Resources

Photographs of weeds, local environment, hand gloves, small hoes, bags, cellotape, notebooks, smart phones.

Introduction: Teacher to explain that weeds affect agricultural production in various ways. Thereafter, teacher to ask learners to name weeds of economic importance in their locality.

Lesson Development

Step 1 : Observing and describing local weeds

Learners to take a field excursion in the school environment, observe common weeds and identify them using local names and scientific names. Learners to take photographs of some weeds having features that can aid in identification, such as leaves, stems, flowers, roots, among others.

Step 2: Classifying weeds

Using a few samples of observed weeds, guide learners how to classify weeds according to their life cycles (*annual, biennial, perennial*) and leaf morphology (*narrow leaved weeds and broad leaved weeds*). Learners will demonstrate *critical thinking* as they point out features that justifies the classification of weeds according to the provided criteria. Learners will also be exposed to the **PCI** of *biodiversity* as they realise that weeds in crop fields are varied in nature.

Step 3: Collecting weeds for a weed herbarium

Learners to be guided to collect weeds (*by uprooting*) or key parts of the weeds to be preserved in a weed herbarium. Learners to observe **value** of *responsibility* as they take precautions when handling harmful weeds. Learners to be guided on how to press weeds or parts of weeds to remove moisture before putting them in a weed herbarium or file.

Conclusion

Learners are guided to provide relevant information against identified every weed, such as, name (*local and scientific name*), its classification (*based on life cycle and leaf morphology*) and any unique features.

Extended Activity

The learner to prepare a weed herbarium (*file*) during their free time and present in class later.

Reflection

Learners were able to identify and classify observed weeds according to the provided criteria. However, the activities (*of identifying and classifying weeds*) will continue in the next lesson since some learners needed further support in distinguishing weed life cycles, which will be reinforced and some weeds were not available in the locality. Photographs of weeds, some preserved weeds and video

ASSESSMENT RUBRIC

CRITERIA	EXCEEDING EXPECTATIONS 4 (8-7)	MEETING EXPECTATIONS 3 (6-5)	APPROACHING EXPECTATIONS 2 (4-3)	BELOW EXPECTATIONS 1 (2-1)
Identifying weeds in a crop field	Identifies more than 25 weeds in a crop field	Identifies 21 -25 weeds in a crop field.	Identifies 10-20 weeds in a crop field.	Identifies less than 10 weeds in a crop field.
Classifying weeds according to provided criteria(life cycle and leaf morphology)	Classified all the provided samples of weeds according to the two criteria (<i>life cycle and leaf morphology</i>).	Classified most of the provided samples of weeds according to the two criteria (<i>life cycle and leaf morphology</i>).	Classified most of the provided samples of weeds according to one criteria (<i>life cycle or leaf morphology</i>).	Classified few of the provided samples of weeds according to one criteria (<i>life cycle or leaf morphology</i>).

Activity 5



In Cluster groups:

- Prepare a lesson plan based on the scheme of work that had prepared.
- Present your lesson plan during gallery walk.
- Discuss any emerging issues in a plenary e.g breaking of specific learning outcomes into lesson learning outcomes.

POINTS TO NOTE



1. Are the Learning outcomes well unpacked from broader sub strand to bring out the intended knowledge, skill(s), attitudes and values?
2. Does the lesson plan have varied learning experiences ?At least targeting 3-4 learning styles of learners?(Differentiated learning)
3. Are the core competencies, value(s) and PCI(s) mainstreamed in the lesson development? What of assessment as learning and assessment of learning?
4. Do the pedagogies employed foster active learning(learner centred)?
5. How does the teacher assess the learners (Assessment should be integrated during the lesson e.g asking questions, responding to questions, writing answers, taking notes, summarising)
6. Are all the components of a lesson plan well brought out and in the correct format (e.g KIQ's, learning resources, Lesson development steps, conclusion etc)
7. Does the teacher provide a critical analysis of the lesson in the reflection column? What went well? what did not work? How can future lessons be improved?

3. RECORD OF WORK



Activity 6

1. What are the components of a record of work?
2. Why should teachers prepare a record of work for each subject?
3. Prepare a one-week record of work and present in a plenary.

Record of Work Covered					
Administrative Details					
School	Kajiado Senior School				
Grade	10				
Subject	Agriculture				
Year	2025				
Term	3				
Teacher's Details	Name: Leshan Mkenya TSC No. 567823				
Date	Week	Lesson	Strand	Sub strand	Work Done
09/09/2025	1	1	Crop Productio n	Crop Protection: Weed control	- Identification of weeds in a crop field. - Classification of weeds based on <i>morphology and life cycle.</i>

4. Individualised Education Programme (IEP)



An IEP serves to support learners facing learning challenges, helping them attain learning outcomes through implementation of educational interventions. Learning experiences are personalized to cultivate a richer, more inclusive environment for learners with learning difficulties in the classroom. The IEP;

- Personalizes learner Support
- Enables accommodations and modifications in Curriculum experiences to address learners' needs
- Supports Differentiated Instruction
- Ensures regular monitoring and assessment of Learner's Progress
- Fosters an Inclusive Environment

Teacher's Details:

[illegible]

SESSION 2: SUBJECT CLUSTER DISCUSSIONS AND PRESENTATIONS

The subject clusters (ALL THE 7 TRACKS)

Discussions and presentations should focus on the following key areas

- a) Cross-Cutting Issues (Commonalities among the subjects e.g in Pure sciences)
- b) Familiarize and unpack the General Learning Outcomes for the Subjects
- c) Unpacking the Essence Statements to establish the following;
 - Linkage with the previous levels
 - Rationale for the subject
 - Unique pedagogical approaches
 - Focus of the subject e.g Career and lifelong learning

d). Salient features of the subject

e). Scope covered by the subject at the level

- Strands
- Sub strands
- Main concepts to be covered under each sub strand
- f).Unpacking the specific learning outcomes
- Identify the Verb, Object and Context (VOC) from actual designs
- Identify the skills to be developed.
- Development of Lesson Learning Outcomes.(from sub strand to lesson as a unit)

CONT.....

- g). Pedagogies Unique to the Subject(s)
- h). Formulation of learning experiences.
- i). Formative Assessment Methods
- j). Development of authentic tasks and tools of assessment



SESSION 3:

LESSON DEMONSTRATIONS

LESSON DEMONSTRATIONS SESSION:



Key items to observe during lesson demonstration

S/No.	INDICATOR
A)	Professional Documents
1.	Scheme of Work
i.	Administrative and Lesson Details
ii.	Lesson Learning Outcomes
iii.	Key Inquiry Questions (KIQ)
iv.	Learning Experiences
v.	Learning Resources
vi.	Assessments
vii.	Reflections
2.	Lesson Plan
i.	Administrative Details
ii..	Lesson Details/components
iii.	Alignment to the Scheme of Work
3.	Lesson Notes
i.	Alignment to the lesson plan and curriculum design
ii.	Currency and appropriateness
4.	Record of Work Covered
i.	Availability and Up-to-datedness
5.	Learners' Progress Records
i.	Up -to-datedness and alignment to CBE feedback approaches
6.	Administrative Records
i.	Availability and Up-datedness

LESSON DELIVERY

S/No.	INDICATOR
B)	Lesson Delivery
1.	Lesson Introduction
i.	Induction Setting
ii..	Linkage of new content to learners' knowled
2.	Lesson Development
i.	Mastery of Content and Explanation
ii.	Instructional Methods
iii.	Modes of assessment
iv.	Infusion of Core Competencies/Values/PCIs
v.	Language Level
vi.	Multiple modes of representation
vii.	Reinforcement / Feedback
viii.	ICT Integration
3.	Conclusion
i.	Summary of key points
4.	Extended Activities
i.	Extended Activities
ii.	Age appropriate and realistic

CONT.....



5.	Learner Participation
i.	Classroom activities
ii.	Learner Participation
6.	Classroom Management
i.	Classroom Organization
ii.	Classroom Control and Discipline
iii.	Inclusivity
7.	Learning Resources
i.	Appropriateness and accessibility
ii.	Effective Use
iii.	Creativity and Innovativeness
iv.	Time Management
8.	Teacher Personal Attributes
i.	Grooming and Dressing
ii.	Confidence and Voice Projection
iii.	Rapport with Learners

NOTE:

REFLECTIONS(COMMENTS/FEEDBACK)

- 1)Highlight the teacher's strengths as demonstrated during the lesson presentation.**
- 2)Highlight main aspects that the teacher needs to improve on.**
- 3)State notable improvement(s) made by the teacher. (*For the second lesson*)**
- 4)Ensure atleast one subject lesson demonstration from each of the 7 tracks.**

This will be guided by the Master Trainers then after the ToTs when retooling SS Teachers.



Children come through us but do not belong to us; we can love and guide them, but they have their own minds, dreams, and destinies shaped by a future we cannot yet see.

You may house their bodies but not their souls, For their souls dwell in the house of tomorrow, which you cannot visit, not even in your dreams.

Kahlil Gibran

End