

A. PRE-PRIMARY, PRIMARY AND JUNIOR SCHOOLS 2025 TERM DATES (COMPETENCY BASED EDUCATION)

TERM DATES 2025			
	OPENING	CLOSING	DURATION
Term I	6 th January, 2025	4 th April, 2025	13 Weeks
Half term	26 th February, 2025	2 nd March, 2025	5 Days
April Holiday	7 th April, 2025	25 th April, 2025	3 Weeks
Term II	28 th April, 2025	1 st August, 2025	14 Weeks
Half term	25 th June, 2025	29 th June, 2025	5 Days
August Holiday	4 th August, 2025	22 nd August, 2025	3 Weeks
Term III	25 th August, 2025	24 th October, 2025	9 Weeks
KFSEA	27 th October, 2025	30 th October, 2025	4 Days
KILEA	27 th October, 2025	31 st October, 2025	5 Days
KJSEA & KPLEA	27 th October, 2025	6 th November, 2025	9 Days
December Holiday	27 th October, 2025,	2 nd January, 2026	10 Weeks

Kenya Secondary School Syllabus

K Morrison



Kenya Secondary School Syllabus:

Vocationalisation of Secondary Education Revisited Jon Lauglo, R. Maclean, 2006-03-30 The book is a cutting edge contribution to the debate which has occurred for some time on the pros and cons of secondary education becoming more closely and explicitly related to preparing young people for the world of work The book provides concrete examples of the vocationalisation of secondary education with particular reference to the situation in Africa The target audience for the book includes policy makers practitioners administrators education planners researchers teachers and teacher educators with a concern about the relationship between secondary education and education for the world of work with particular reference to technical and vocational education and training TVET The book appears in the Springer book series on Technical and Vocational Education and Training Issues Concerns and Prospects and compliments the International Handbook of Technical and Vocational Education and Training and other publications in the International Library of TVET all of which are publications of the UNESCO UNEVOC International Centre for TVET in Bonn Germany **HIV and AIDS,**

Communication, and Secondary Education in Kenya Ndeti Ndati, 2012-06-28 The study offers research into the efficacy of HIV and AIDS communication strategies for adolescents especially with regards to selected secondary schools in Kenya The study is a useful point of reference to both Kenyan researchers into HIV and AIDS as well as international scholars exploring Africanist perspectives of the socio cultural dimensions of the pandemic Education and Practice Framework

Wakasa Diana Barasa, Ntu N. Nkomo, Nasiali Ebby Vakhoya, Samuel Oppong Frimpong, Adesola Michael Babatunde, 2022-08-11 TOPICS IN THE BOOK The Supervision of English Language Teachers in Public Secondary Schools in Kenya A Critical Role of Heads of English Department The Influence of Teachers Agreeableness and Openness to Experience on Secondary School Students English Language Academic Achievement in Ogoja Education Zone of Cross River State Nigeria Teacher Learner Resources Instructional Interaction Pattern and Secondary School Learners Attainment in Biology in Kakamega County Kenya A Comparative Study on Assessment Practices Between Private and Public Early Childhood Centres in Kumasi Metropolis Ghana Institutional Factors and Academic Staff Job Performance in Public Universities in Southwest Nigeria *Curriculum Guide for Secondary Schools* Kenya. Ministry of Education, 1973 **Resources in**

Education, 1991 Kenya National Assembly Official Record (Hansard), 1994-04-19 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya **Kenyan English** Evans Gesura Mecha, Martha M.

Michieka, 2021-10-26 Kenyan English Domains of Use Forms and Users Attitudes focuses on the unique issues that concern language researchers in Kenya and elsewhere Edited by Martha M Michieka and Evans Gesura Mecha the collection examines the English language forms and usages to describe the reality of Kenyan English use The contributors address questions such as What are the characteristics that distinguish Kenyan English from other national varieties How is English taught and what

impact does that kind of teaching have on learner proficiency What is the place of English in mass media in politics in the churches and in multilingual homes The contributors all experienced language practitioners based in Kenya or currently conducting language related research in Kenya bring fresh perspectives to the topic at hand and give readers a glance into contexts that have not yet been addressed in this way They highlight the sociolinguistic reality of the English language in present day Kenya and raise questions that will prompt further research Kenya National Assembly Official Record

(Hansard) ,1984-03-20 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya

Kenya National Assembly Official Record (Hansard) ,1984-03-20 The official records of the proceedings of the Legislative Council of the Colony and Protectorate of Kenya the House of Representatives of the Government of Kenya and the National Assembly of the Republic of Kenya **Curriculum and Teaching Dialogue** Barbara Slater Stern,2007-10-01 CONTENTS

The President Message Alan W Garrett The Editor s Notes Pressures Problems and Possibilities in the World of Teaching Research Service and Learning Barbara Slater Stern PART I On the State of Curriculum Studies A Personal Practical Inquiry Michael Connelly with Shijing Xu Narratives of Teaching and Learning A Tribute to our Teacher Elaine Chan and Vicki Ross The Temporal Experience of Curriculum Candace Schlein Intergenerational Stories A Narrative Inquiry Into an Immigrant Child s Life in Canada Guming Zhao Excavating Teacher Knowledge in Reforming School Contexts A Collaborative Approach Cheryl Craig One Teacher s Practice in a Kenyan Classroom Overcoming Barriers to Teaching HIV AIDS Curriculum Bosire Mwebi Classrooms in Transition Visions and Voices Teachers in Lahore Pakistan Peggy Schimmoeller New and Veteran Teachers Perspectives About Delivering Multicultural Education Timothy Thomas Curriculum Wars Regarding Islam Dissent in the Academy James Moore Self Alienation The Language of Discontent William White An Effective Form of Violence Hegemonic Masculine Identity Performances in the Institutional Context of School Mark Malaby PART II John Dewey and a Curriculum of Moral Knowledge David Hansen David Hansen Influences at Multiple Levels of Teaching Learning and Service Blake Bickham Jim Garrison Susan McDonough Janice Ozga and Michelle Ward The Angle of Incidence of Progressivism in Rural Science Education William Veal No Child Left Behind A Critical Anaylsis A Nation at Greater Risk Charles Ellis The Beast in the Matrix Madeleine Grumet Dealing with Shifting Expectations in a College of Education Standing on a Moving Ship Lynne Bailey Adam Harbaugh Kimberly Hartman Tina Heafner Charles Hutchison Teresa Petty and Lan Quach The Hidden Hypocrisy of University Faculty Regarding On Line Instruction Kathie Good and Kathy Peca Defining and Examining Technology Intelligence Cultivating Beginning Teachers Steven L Purcell and Diane M Wilcox Virtual Literature Circles Carol Klages Shana Pate and Peter A Conforti Jr Transforming Discussions From Collegiate to Collegial Paul Michalec and Hilary Burg BOOK REVIEW Chaos Complexity Curriculum and Culture A Conversation Angel Kymes Reviewer Acknowledgments Call for Manuscripts About the Authors **Population and Development** United States. Congress. House. Select

Committee on Population,1978 **The Bloomsbury Handbook of Religious Education in the Global South** Yonah Hisbon Matamba,Bruce A. Collet,2022-02-10 The Bloomsbury Handbook of Religious Education in the Global South presents new comparative perspectives on Religious Education RE across the Global South Including 23 chapters written by scholars from the Global North and South this is the first authoritative reference work on the subject The handbook is thematically organised into seven sections The first three sections deal with provision response to changes in contemporary society and decolonizing RE The next four sections explore young people and RE perspectives on teachers RE in higher education and finally challenges and opportunities for RE The term Global South is used here primarily to signify the deep economic divide with the Global North but the concept is also examined in historical geographical political social and cultural terms including the indelible influence of religion in all four broadly defined regions Exploring RE from local cross national as well as regional and sub regional perspectives the handbook examines RE from its diverse past present realities and envisioned future revealing not only tensions contestations injustices and inequalities of power but importantly how inclusive forms of RE can help solve these problems *Initial English Language Teacher Education* Darío Luis Banegas,2017-05-18 Trainees voices beliefs and experiences as learners shaped by the tension and dialogue between internal and external theories of teaching and learning inevitably penetrate the Initial English Language Teacher Education IELTE curriculum Scrutinising these beliefs and experiences Initial English Language Teacher Education provides readers with vivid and informed accounts of IELTE from around the world Approaching IELTE from a sociocultural perspective the authors analyse future teachers trajectories and educational histories in order to understand their experiences as learners unpack internal beliefs and problematise the relationships between such beliefs with theories and research in the field Exploring accounts from a number of under researched contexts Initial English Language Teacher Education investigates and analyses perspectives from Argentina Brazil China Colombia Kenya Singapore South Africa Spain and Uruguay Through the eyes of future teachers the chapters address issues such as trainee motivation tensions between theory and practice role of feedback teacher development and identity critical pedagogies online teacher education and intercultural awareness **Kenya, post report** ,1986 **Aids and Religious Practice in Africa** Felicitas Becker,P. Wenzel Geissler,2009 This volume explores how AIDS is understood confronted and lived with through religious ideas and practices and how these in turn are reinterpreted and changed by the experience of AIDS Examining the social production and productivity of AIDS linking bodily and spiritual experiences and religious medical political and economic discourses the papers counter simplified notions of causal effects of AIDS on religion or vice versa Instead they display people's resourcefulness in their struggle to move ahead in spite of adversity This relativises the vision of doom widely associated with the African AIDS epidemic and it allows to see AIDS instead of a singular event as the culmination of a century long process of changing livelihoods bodily well being and spiritual imaginaries *School Science Practical Work in Africa* Umesh Ramnarain,2020-06-01 School Science Practical Work in

Africa presents the scope of research and practice of science practical work in African schools. It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work. The book highlights trends and patterns in the enactment and role of practical work across African countries. Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach. The book provides empirical research on approaches to practical work contextual factors in the enactment of practical work and professional development in teaching practical work. This book will be of great interest to academics, researchers and post graduate students in the fields of science education and educational policy.

Report Submitted by the Agricultural Education Commission to the Minister for Agriculture and Animal Husbandry Kenya. Agricultural Education Commission, 1967

Natural Science Education, Indigenous Knowledge, and Sustainable Development in Rural and Urban Schools in Kenya Darren M. O'Hern, Yoshiko Nozaki, 2014-05-05. Through a multi sited qualitative study of three Kenyan secondary schools in rural Taita Hills and urban Nairobi the volume explores the ways the dichotomy between Western and indigenous knowledge operates in Kenyan education. In particular it examines views on natural sciences expressed by the students, teachers, the state's curricula documents and schools exam oriented pedagogical approaches. O'Hern and Nozaki question state and local education policies and practices as they relate to natural science subjects such as agriculture, biology and geography and their dismissal of indigenous knowledge about environment, nature and sustainable development. They suggest the need to develop critical postcolonial curriculum policies and practices of science education to overcome knowledge oriented binaries, emphasize sustainable development and address the problems of inequality, the center and periphery divide and social, cultural and environmental injustices in Kenya and by implication elsewhere. In an era of environmental crisis and devastation education that supports sustainability and survival of our planet is needed. Within a broader sociopolitical context of post colonialism and globalization this volume points out possibilities and challenges to achieve such an education. The authors propose a critical postcolonial approach that acknowledges the contextual and situational production of all knowledge and that de dichotomizes indigenous from Western scientific knowledge.

Eric Rico Gutstein, Professor Curriculum and Instruction, University of Illinois at Chicago, USA

Kenya National Bibliography Kenya National Library Service. National Reference & Bibliographic Department, 1993

International Perspectives on ELT Classroom Interaction Christopher J. Jenks, Paul Seedhouse, 2015-04-23. This book gathers together 11 empirical based studies of classroom interaction carried out in different countries including the USA, England, Kenya, Sweden and China. Along with a state of the art literature review the chapters provide key insights and engagement priorities that will prove relevant to a variety of learning and teaching contexts.

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