

Curriculum Supervision and Implementation in Kenya: The Role of Secondary School Heads

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Abstract

This is a conceptual paper which reviewed the role of secondary school heads in curriculum supervision and implementation in Kenya. The main objective is on the process of execution of the curriculum with a particular emphasis on the role of secondary heads in the supervision. The paper highlights the theory which curriculum is grounded and the various perspectives by scholars over the years. The paper delves in the background, the rationale, implementation and the process including the relevant legislations. The method used was relevant scholarly publications and TSC Act. The theory used is a more instrumental way to legitimize what is considered the 'right way' to execute. From the discourse, it is apparent that there is a strong agreement among curriculum implementers that the major purpose of curriculum supervision include monitoring performance, sharing information and solving problems. We recommend that the procedure used by the supervisors should be discussed and agreed upon by the supervisees and that curriculum cannot be discussed in isolation without elucidating the roles of the head teachers in secondary schools.

Keywords: Curriculum, supervision, implementation, process, practice, functions.

Full text: <https://files.eric.ed.gov/fulltext/EJ1235817.pdf>