

CURRICULUM VITAE

PROF. JANE CIUMWARI GATUMU

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1. ACADEMIC QUALIFICATIONS

- **PhD: King's College, University of London, United Kingdom (1994-1997).**
PhD thesis title: *Kenya Secondary Schools Christian Religious Education: quantitative and qualitative investigation of teachers and students' attitudes.*
 - **M. Ed in Primary Teacher Education: Kenyatta University, Kenya (1981-1983).**
M. Ed thesis title: *Attitudes of headteachers towards Christian Religious Education in Runyenjes primary schools, Embu.*
 - **Bachelor of Arts and Diploma in Education: Makerere University, Uganda (1972-1975):**
Religious Education, Geography. Philosophy and education courses
 - **Higher Diploma in Counseling: Kenya Association Post Graduate Diploma in Children, Youth and Development: Institute of Social Sciences, The Hague, Netherlands (2005).**
 - **of Professional Counselors, Nairobi, Kenya (2008-2009).**
 - **Certificate in Reggio Emilia Approach: International Study Group Training: Reggio Emilia, Italy (2011).**
 - **Certificate in Learning Fraternity and Child Rights in Rome, Italy (2013)- Protection of children's rights**
 - **Certificate in Sports for Peace in a Training Workshop on "Sports4Peace" August 9th – 11th, 2018 at Mariapolis Piero, Juja**
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2. CURRENT EMPLOYMENT

Department of Educational Communication and Technology, University of Nairobi (1990 to present)

- **Academic positions**

Associate Professor (2014-present),

Senior Lecturer (2008-2014)

Lecturer (May 1992),

Assistant Lecturer (1992) and

Tutorial Fellow (1990-1992).

- **Administrative positions**

Chairman, Department of Educational Communication and Technology (From 1st April 2019 to present)

CEES representative in the Graduate School, University of Nairobi (2015 to 2021)

University Senate Student Appeals Committee (2020 to present)

University Senate Emeritus Professor Committee (2020)

University Senate Student Accommodation Committee (2021)

University Senate Promotion Criteria Committee (2020)

Coordinator of Teaching Practice in Embu-Meru zone, Department of Educational Communication and Technology (2005 to 2019).

Departmental Coordinator of seminars and conferences and Journal of Pedagogy (2013 to 2019).

Coordinator of M.Ed. ECE (2009-2013).

Associate Dean, School of Education, University of Nairobi (2004-2005).

Teaching Practice Coordinator, College of Education and External Studies (2004-2005).

School of Education representative in the College of Education Academic Board (1998-2010)

Coordinator of B.Ed. in Early Childhood Education and Diploma in early childhood education programmes from 1999 to 2004

Member of School of Education Postgraduate Committee from 2019 to 2021

Examination Officer in the Department of Educational Communication and Technology from 1990 to 1993

EXTERNAL EXAMINER FOR KENYATTA UNIVERSITY

2020 to 2022 External examiner in the Department of Early Childhood Education and Special Education, Kenyatta University

3. TEACHING EXPERIENCE

- From 1990 to present: Thirty-one years (31)
- Associate Professor from December 2014 to present: Six (6) years, three (3) months
- Senior Lecturer from October 2008 to 2014: Six (6) years, three (3) months

- **Teaching units/Courses:**

- **PhD (ECE)**

- TEC 701 Advanced Research methods in education

- TEC 704 Dynamics of classroom pedagogy

- **MED (ECE)**

- TEC 604: Educational research methodology

- TEC 607: Pedagogy and early childhood education

- **MED Subject Methods**

- TCT 601 Educational research

- TCT 604: Pedagogy and Andragogy

- TCT 655: Foundations in Religious Education

- TCT 656: Pedagogy for Religious Education

- TCT 660: Religious Education and Social Ethics

- TCT 664: Religious Education and Counselling

- **MA (Project planning and management)**

- LDP 656: Educational research

- **MED (Education Administration and Curriculum Development)**

TAP 502: Educational research methodology

- **B.ED (Arts)**

TCT 324: Religious education methods

TCT 102: Instructional methods

TCT 440 and TCT 441 Teaching Practice

- **B.ED (ECE)**

TEC 106: Philosophical foundations of early childhood education

TEC 209: Religion and preschool education

TEC 309: Methods of teaching social studies in preschools

TEC 313: Practicum

TEC 401: Family studies and early childhood education

TEC 408: Research methods for early childhood education

TEC 418: Research Supervision

TEC 440: Teaching practice

4. SUPERVISION OF POSTGRADUATE STUDENTS

a) Doctor of Philosophy Degree (9 Candidates Completed)

Serial no.	Name	Programme/co-supervisor	Title	Year
1	Lilian Ganira K.	PhD in Early Childhood Education Co-supervisors: Prof Paul Odundo Dr Juliet Muasys	Evaluation of social studies curriculum in enhancing value education in pre-school children in Nairobi county, Kenya.	Graduated in 2019
2	John Wanjala Wanyongo	PhD in Education Co-supervisor: Dr. Hellen Inyega	Effect of guided classroom talk on imaginative writing skills among public secondary school students in Kimilili Bungoma sub-county	Graduated in 2018

3	Teresia Wakesho Kazungu	PhD in Kiswahili Education Co-supervisors: Dr. Japheth Origa Prof. Rayya Timmany	Influence of teachers' competences on the students' Kiswahili performance in Kenya secondary schools	Graduated in 2018
4	Simon Munayi	PhD in Physical Education Graduated in Co-supervisors: Prof Jacob Nteere Dr. Justus Inyega	An evaluation of the teaching and learning of Physical Education in primary schools for intellectually challenged in Kenya	Graduated in 2015
5	Ruth W. Kahiga	PhD in Physical Education: Co-supervisors: Prof. Jacob Nteere Dr. Elijah Rintaugu	A comparative evaluation of the implementation of physical education programme in Nairobi and Nyeri preschools	Graduated in 2014
76	Juliet Njeri Muasya	PhD in Gender Studies Co-supervisor: Prof. Jane Benette	Gender dynamics in the institutional culture: The case of University of Nairobi, Kenya Graduated in June 2013- University of Cape Town, South Africa	Graduated in 2013
7	Samuel Ngaruiya	PhD in Early Childhood Education Co-supervisor: Dr. Japheth Origa	Differential effect of family socioeconomic status on preschool children's school readiness in Kenya	Graduated in 2013
8	Evanson Muriuki Muriithi	PhD in Physics Education Co-supervisors: Dr. Paul Odundo Dr. Japheth Origa	Impact of project methods in the students' academic performance in physics in Kenya secondary schools	Graduated in 2013

b) Doctor of Philosophy Degrees Currently Being Supervised

Serial no.	Name	Programme/co-supervisor	Title	Year
1	Murunga Jaluo William E87/50718/2016	PhD in Early Childhood Education Co-supervisor: Dr. Japheth Origa	Effect of classroom practices on school readiness in the language of class one children in Kericho rehabilitation school, Kenya.	To graduate in 2021
2	Bonface Kamau E87/50700/2016	PhD in Early Childhood Education Co-supervisor: Dr. Evanson Muriithi Dr. Ruth Kahiga	Effect of cooperative learning method on academic achievement in mathematical concepts among preschool learners in Kirinyaga county	To graduate in 2021
3	Kingaru Thumbi E87/50829/2016	PhD in Early Childhood Education Co-supervisors: Dr. Evanson Muriithi	Effect of preschool teachers' reflective teaching on vulnerable preschool children's social and emotional competence in Molo district, Kenya	To graduate in 2021
4	Mary Nginya E87/98647/2015	PhD in Early Childhood Education Co-supervisor: Prof. Paul Odundo Dr. Japheth Origa	Influence of learning disability stigma on the participation of children in early childhood education in Kenya	To graduate in 2022
5	Wilfred Kathuri Njeru E87/53766/2018	PhD in Early Childhood Education Co-supervisors: Dr. Juliet Muasya Dr. Timothy Maonga	Headteacher's instructional supervisory roles and preschool children's acquisition of values through Christian religious education in public preschools in Manyatta	To graduate in 2021
6	Mary Mugambi E87/54486/2019	PhD in Early Childhood Education Co-supervisors: Dr. Teresa Kazungu Prof J. Inyega	Effect of classroom management on children academic performance in Science in preschools in Tharaka Nithi county	To graduate in 2022
6	Harrison Njogu Njau E87/51587/2017	PhD in Early Childhood Education Co-supervisor: Dr. John Thiongo Kamau	Effect of simulation methods on mathematics Academic attainment of grade three children in Loitokitok sub-county, Kajiado county, Kenya	To graduate in 2022

c) Supervised Masters' Degrees That Have Been Completed

Serial no.	Name	Degree	Title	Year of graduation
1	Otieno, P. A	M.ED(ECE)	Teacher's characteristics and the development of socio-emotional skills of pre-school children in Atandi zone, Kachuonyo south district, Homa	2018
2	Nderitu, E	M.ED(ECE)	Effect of parenting styles on preschool children's social –emotional skills in Gituamba division, Laikipia County	2018
3	Waruiru, W. K	MA (PPM)	End users' involvement and the performance of economic stimulus fish farming projects in Mwea constituency, Kirinyaga County	2018
4	Muturi Jane Weveti	M.ED (ECE)	Influence of teacher characteristics on preschool children's performance in visual discrimination of words in English in Kairuri zone, Embu, Kenya.	2017
5	Muikia, I. G	M.ED (ECE)	Effect of reflective teaching on the performance of pre-school children in creative activities in Kikuyu sub-county, Kenya	2016
6	Kamene, R.N	M.ED (ECE)	Play and Children's academic performance in Yatta Sub-county, Machakos County, Kenya	2016
7	Wangutusi, J	M.ED (ECE)	Influence of teacher characteristics on errors children make as they learn English language in public pre-schools in Kanduyi division Bungoma south district	2015
8	Jesenter Wanjiru	M.ED (ECE)	Effect of teachers' feedback on preschool children's academic performance in Embu West Division	2015
9	Ndungu, A. W	M.ED (ECE)	Religious groups and moral development of pre-school children in Nairobi County, Kenya	2014
10	Wachira, M	M.ED (ECE)	Influence of Religious Education on moral development of preschool children in Limuru, Kenya	2014
8	Mbae, L.N	M.ED (ECE)	Collaborative classroom approach and social emotional development of pre-school children in Meru municipality, Kenya	2013
9	Muthuri, A	M.ED (ECE)	Influence of teacher characteristics on preschool children's achievement in number work in Imenti north District of Meru county	2013
10	Kingaru T	M.ED (ECE)	Influence of pre-school teachers' reflective teaching on children's academic performance in Molo, Kenya	2012

11	Mate, A.	MA (PPM)	Influence of students' involvement in decision making on academic performance secondary schools in Embu West District of Kenya)	2012
12	Mutinda, C	MA(PPM)	Effects of ATMs on customer retention in Banks in Meru. (MA PPM)	2012
13	Onyango, L	MA (PPM)	The influence of Kazi kwa vijana programme on rural development in Rongo district, Kenya	2012
14	Bundi, L. K	M.ED (ECE)	Influence of play on academic performance in mathematics of children aged 3-9 years in Chogoria zone, Nithi county, Kenya	2012
15	Bundi, B	MA (PPM)	Influence of Micro finance product services in enhancing gender equality Case of Faulu Kenya, Kawangware	2012
16	Kiptoo, G.	M.ED (ECE)	Influence of parental characteristics on enrolment of preschool children with visual impairment in integrated schools in Nairobi county, Kenya	2012
17	Kathuri, W. Njeru	M.ED (ECE)	Evaluation of the implementation of life skills programme in preschools in Embu West district, Kenya	2012
18	Jebii, M.	M.ED (ECE)	Influence of parental involvement on academic performance of pre-school children in Emgwen, Division Nandi central district, Kenya	2012
19	Muriuki. A. M.	MA (PPM)	Influence of school characteristics on students' academic performance in secondary schools, Tigania central division Meru Kenya	2012
20	Agik, J. A.	M.ED (ECE)	Influence of reflective teaching on pre-school children's socio-emotional skills in Kasarani district, Nairobi county	2012
21	Munene, L.M	MA (PPM)	Influence of priests' leadership styles on youth participation in church activities in the catholic diocese of Meru, Kenya	2012
22	Ngure, W.W	M.ED (ECE)	Influence of parental characteristics on academic performance of Unity preschool children in Embakasi, Nairobi, Kenya	2011
23	Njue, N	MA (PPM)	Influence of women involvement in miraa business on their primary school children's academic performance in Runyenjes, Embu, Kenya	2011
24	Mahindu, J	M.ED (ECE)	Influence of play on preschool children's development of social skills	2011
25	Tabitha, M	M.ED (Adult Education)	Impact of a learner centered instructional module on HIV/AIDS education among young adults in middle level educational institutions in Nairobi, Kenya	2010

26	Gichure, C	M.ED (ECE)	Influence of teacher characteristics on project method in preschool children's performance in Kikuyu, Kiambu, Kenya	2010
27	Shamsha, M.	M.ED (ECE)	An evaluation study of the effectiveness of mobile preschools in Wajir District, Kenya	2010
28	Saadia, A .K.	M.ED (ECE)	Parents characteristics and retention of girls in preschool and lower primary schools in Tarbaj division, Wajir District, Kenya	2010
29	Asiago, M	M.ED (ECE)	Effects of inquiry based method of instruction on Division, Nairobi	2010
30	Ochenge, E	M.ED (ECE)	Parenting styles and preschool children's academic performance in Nairobi, Kenya. Med (ECE) Thesis	2010
31	Miringu, E.	M.ED (ECE)	Evaluation of the effectiveness of preschool curriculum in promoting environmental conservation and sustainability ethics in Kiambaa District, Kenya	2010
32	Kamuti, B	M.ED (Educ Admin and Planning)	Challenges facing head teachers in the implementation of free primary education in Matungulu Division, Machakos District	2005
33	Kyule, B.K	M.ED (Educ Admin and Planning)	A study of factors affecting street children's enrolment and retention in primary schools: A case study of the Eastlands area of Nairobi, Kenya	2005
34	Njoroge, R	M.ED (Educ Admin and Planning)	Factors that affect management of early childhood development centres in Thika District, Kenya	2005
35	Mutua, J.N	M.ED (Educ Admin and Planning)	Alternative strategies of discipline in the absence of corporal punishments in public secondary schools in Matungulu Division .(M.Ed. Educ Admin and Planning)	2005

d) Masters' Degrees Currently Being Supervised

Serial no	Name	Degree	Title	Year
1	Khamis Ramla Nassor E60/86706/2016	Med (RE)	Influence of discussion method on students acquisition of social skills through CRE	To graduate in 2021
2	James Ogola Carof E60/89966/2016	Med (RE)	Networking systems for RE teachers in Kisumu County, Kenya	To graduate in 2021
3	Waiguru Doreen Wanjiku E60/25546/2019	Med (RE)	Influence teacher characteristics on students acquisition of vales through CRE in Kirinyaga County, Kenya	To graduate in 2021
4	Nankokie Daniel Parsaloi E60/25852/2019	Med (RE)	Student determinants on their performance in CRE in Transmara County, Kenya	To graduate in 2021
5	Nelly Sayiore E60/36098/2019	Med (RE)	Influence of instructional resources on students academic performance in CRE in Isinya, Kajiando County	To graduate in 2021
6	Carolyne Munialo E60/35957/2019	Med (RE)	School characteristics influencing students performance in CRE in Isinya, Kajiando County	To graduate in 2021

5. INTERNAL EXAMINATION-DOCTORAL THESIS

Serial no.	Name	Title	Institution/School	Year
1	Teresa Wakesho Kazungu	Influence of teachers' competences on the students' Kiswahili performance in Kenya secondary schools	School of Education	2018
2	Ruth Mugo Kahiga	A comparative evaluation of the implementation of physical education programme in Nairobi and Nyeri preschools	School of Education	2014
3	Samuel Ngaruiya	Differential effect of family socio-economic status on preschool children's school readiness in Kenya	School of Education	2013
4	Gathumbi, A. M.	Assessment of the implementation of non-formal basic education curriculum at the non-formal centres in Nairobi, Mombasa and Kisumu urban centres in Kenya	School of Education	2012

7. PUBLICATIONS AND RESEARCH WORK

Published book after 2014

1. Gatumu, J.C. (2020). *Teaching of Religious Education in Kenya secondary schools*. Evangel Publishing House, Nairobi, Kenya. ISBN: 9966-20-320-6

Religious education has been one of the subjects in the Kenyan secondary school curriculum for many years. Despite this being the case, there has existed some misunderstanding especially regarding the difference between teaching religious education and inculcating religious doctrine among students. To address this and other issues, this book examines various models of teaching religious education (RE) and traces how RE has been taught in Kenya since independence. It further provides creative approaches which a religious education teacher can employ in class. The author has used reflection questions at the end of each chapter to help the teacher deepen their knowledge on each topic. With over thirty years' experience in training religious education teachers, the author provides answers to the most frequently asked questions concerning the teaching of RE. The book is a must-read for trainee and practising teachers of religious education in Kenya.

Published books before 2014

2. **Gatumu J.C.** (2014). *Evaluating preschool children's performance*. Teaching children: a handbook for preschool teachers, 277-310. Nairobi: Vidic Investment Ltd.
3. **Gatumu, J.C.** (2014). *Teachers and students attitudes towards Christian Religious Education*. Saarbrucken: Scholars Press.
4. **Gatumu, J.C.** (2013). *Counselling and sexually abused children's academic performance*. Saarbrucken: Lambert academic Publishers.
5. **Gatumu, J.C.** (2014). *Effective lecturing*. Training manual in pedagogy volume one, 99-113. Nairobi: University of Nairobi, Centre for Open & Distance Learning.

Peer reviewed articles after 2014

1. Gatumu, J. C., & Rugendo, J. C. (2021). Non-Examined Secondary School Curriculum and Quality Teacher Education: Case of University of Nairobi Students on Teaching Practice in Meru. *East African Journal of Education Studies*, 3(1), 106-115. <https://doi.org/10.37284/eajes.3.1.338>.

Abstract

Student teachers on teaching practice find themselves in a scenario whereby they are examined based only on their pedagogical competencies. This paper focuses on the student teachers' quality in relation to non-examined curriculum component where the goal of the curriculum is to develop the life skills of students. A phenomenological approach and social constructivist framework are relied upon. The sample consisted of 47 University of Nairobi students in the Meru teaching practice zone. The students were observed and interviewed to find out on the nature of their involvement in non-examined curriculum. The data collection was guided by the: activities they participate in; reasons for their participation; how the school administration supported their involvement and how this contributed to their self fulfilment as teachers of quality. Preliminary findings indicate that the student teachers appreciate the quality and relevance of their teacher preparation courses and the central importance of their relationships with learners that are entrusted to them. It emerged that their teaching of non-examined curriculum displayed their expertise which raised their morale when they were

teaching of the examined curriculum. Precisely, their teaching of non-examined curriculum created a forum for student teachers to feature in their local communities, neighbourhoods and at a county level, which made them feel that they have something to offer to the wider society. Furthermore, the study highlights the student teachers' concerns with developing identities as 'teachers' and the ample opportunities provided during teaching practice for them to try out what was learned during teacher training preparation. Observing these 47 students depicted their high levels of passion, confidence, creativity and intrinsic motivation, features of a quality preparation for teaching practice. The study recommends on the essence of investing on quality teacher training preparation programmes.

2. Gatumu JC (2021). Bloom's taxonomy in Teacher's Pedagogy of Religious Education During Teaching Practice in Kenyan Secondary Schools, *Journal of Educational Practice* Vol 12, No 12 DOI: 10.7176/JEP/12-10-08 pp64-70

Abstract

The research from which this paper is derived examined levels of Bloom's taxonomy displayed by secondary school students during their Religious Education lessons by teachers on teaching practice. Sixty teachers on their teaching practice for three months were observed as they presented their Religious Education lessons to these students. The key objectives of this investigation were: to establish students' levels of the taxonomy displayed; examine the methods and instructional resources the teacher used to address these levels of the taxonomy; determine the level of students' participation as they manifested different levels of the taxonomy and finally explore how the students' performance was related to the student's levels of the taxonomy. Data was collected through the use of an adapted teaching practice standardised observation schedule of the University of Nairobi. Each of the sixty students was observed six times by the researcher and two research assistants were trained on what to focus on during their observations. A documentary analysis schedule was used to access the students' schemes of work and lesson plans to identify the various taxonomy levels students were expected to achieve. By applying content analysis, guided by themes arising from the objectives, to the records of observation and summaries from the documents accessed, a thick description was written. Using descriptive statistics, the various levels of the taxonomy were tied to the teachers' performance of their teaching practice exercise. The findings emerging showed that the most popular levels were at remembering, understanding and applying and the teachers' performance was lower than that of the teachers whose students had analysis, evaluation and synthesis skills. This could be explained by the fact that students' levels of the taxonomy tended to depend on the number of teacher's levels of engagement with the taxonomy in the student's learning process. This led to the conclusion that students become what their teachers are. The study recommends revisiting the teacher's training pedagogy to be geared more towards enhancement and promotion of analysis, evaluation and creating skills of the taxonomy.

3. Murunga, J. W; **Gatumu, C. J** & Origa, O. J. (2019). Determining the Effect of Modeling Discipline Management Approach on English Language Reading Readiness of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of Education and Practice* 10(25), 2222 – 288X(Online). ISSN 2523-6725 (online) DOI 7176/JEP

Abstract

English Language Reading Readiness (ELRR) is preparation of children by giving them the chance to improve the ability to listen, and speak effectively, to apply the desired vocabulary, and develop the appropriate academic readiness skills. English Language Reading Readiness is of great importance in improving equity in access to learning language and education results, particularly for juvenile delinquency. Children in rehabilitation schools have a vital social issue that every Nation tries to contain its control amongst the clear evidence, with the correct nurturing such as psychotherapeutic interventions is not provided to the young offenders, they may eventually graduate to hardcore criminals. Modelling or modeling is a method used in certain techniques of psychotherapy whereby the client learns by imitation alone, without any specific verbal direction by the therapist and a general process in which persons serve as models for others, exhibiting the behaviour to be imitated by the others. This process is most commonly discussed with respect to children in developmental psychology. The objective of the study was to determine the effect of modeling discipline management method on English Language Reading Readiness of children in class one at Kericho Rehabilitation School. The study also utilized the hypothesis which stated that there is no significant difference between the mean score of the group of children taught without using the modeling discipline management method and the mean score of the group taught using the modeling discipline management method in English Language Reading Readiness of children in class one at Kericho Rehabilitation School. However, little research has been done on the effect of modeling discipline management method on English Language reading readiness in rehabilitation schools setting. The study adopted a case study research design that utilized a quasi-experimental design. The target population included 1 Head teacher, 3 teachers and 25 learners in class 1 at the Kericho Rehabilitation School. Data collection was done using a combination of an English Language Reading Readiness Test, a questionnaire, document analysis and observation. The data was analyzed both descriptively and inferentially. The findings revealed that the null hypothesis was rejected and adopt the alternative hypothesis. The results show and it is recommended that the children's performance in English Language Reading Readiness can be improved when the teachers use modeling discipline management method in rehabilitation schools. Key Words: Kenya, Kericho Rehabilitation School, Modeling, Discipline, Management, Case study

4. Thumbi, K., Gatumu, J.C., & Muriithi, E. M. (2019). Teachers-as-Action Researchers in Reflective Teaching Approach: Intervening for Preschool Children's Social Emotional Competences in Molo Sub-County, Kenya. *International Journal of Elementary Education*. Vol. 8, No. 1, 11-17

Abstract

This study examined teachers-as-action researchers in reflective teaching approach on preschool children's social emotional competences (SECs) in Molo Sub-County in Kenya from 71 preschool children and 4 teachers. Methodologies used were; quasi-experimental design with pretest posttest model, a training module for preschool teachers, Devereux Student Strengths Assessment (DESSA), preschool teachers' semi-structured interview schedule and documentary analysis for preschool teachers. The study sample was portioned into a treatment class and a control class. Teachers in the treatment class were trained to be classrooms' action researchers in reflective teaching approach and to deliver explicit lessons that teach preschool children's SECs while finding occasions for learners to reinforce their use in the course of the day. DESSA pretest and posttest were administered to all children in a span of three months between pretest and posttest. The social emotional composite scores obtained were converted to Standard T-score for data analysis using ANCOVA test. The study found statistically significant difference in the class where teachers were trained compared to the class where they were not. Semistructured interviews and documentary

analysis were also conducted in both classes. From the findings, teachers' action research in reflective teaching approach could be effective in teaching preschool children's SECs in the Sub-County. This takes place through growth and development of children's social emotional cognitive schema and professionally for teachers. The study recommends preschool teachers' to be trained and quality assured by both the National and County Governments in action research in reflective teaching approach for children's SECs. This should happen through regular in-service training in teachers' action research, teachers' action research workshops and teachers' action research seminars. Teachers' action research in reflective teaching approach and children's SECs scholarly materials should be made available in preschools offices/libraries and resource centers in the Sub-county to enable teachers to have a local resource. Keywords: Action Research, Teachers-as-action Researchers, Reflective Teaching Approach, Children's Social Emotional Competences

5. Murunga, J. W; Gatumu, C. J & Origa, O. J. (2019). Examining the Effect of Checklist Assessment Approach on English Language Reading Readiness of Children in Class One at Kericho Rehabilitation School, Kenya. *Journal of Popular Education in Africa*. 3(4), 13 – 26.

Abstract

English Language Reading Readiness (ELRR) is a preparation of children by giving them the chance to improve the ability to listen, and speak effectively, to apply the desired vocabulary, and develop the appropriate academic readiness skills. English Language Reading Readiness is of great importance in improving equity in access to learning language and education results, particularly for juvenile delinquency. Children in rehabilitation schools have a vital social issue that every Nation tries to contain its control amongst the clear evidence, with the correct nurturing such as psychotherapeutic interventions is not provided to the young offenders, they may eventually graduate to hardcore criminals. Assessment is an essential element of education used to inform instruction. A checklist is a tool that states specific criteria and allow teachers and learners to gather information and to make judgment about what learners know and can do in relation to the learning outcomes. This process is most commonly discussed with respect to children in developmental psychology. The objective of the study was to examine the effect of the checklist assessment method on English Language Reading Readiness of children in class one at Kericho Rehabilitation School. The study also utilized the hypothesis which stated that there is no significant difference between the mean score of the group of children assessed without using the checklist assessment method and the mean score of the group assessed using the checklist assessment method in English Language Reading Readiness of children in class one at Kericho Rehabilitation School. However, little research has been done on the effect of checklist assessment method on English Language reading readiness in rehabilitation schools setting. The study adopted a case study research design that utilized a quasi-experimental design. The target population included 1 Head teacher, 3 teachers and 25 learners in class 1 at the Kericho Rehabilitation School. Data collection was done using a combination of an English Language Reading Readiness Test, a questionnaire, document analysis and observation. The data was analyzed both descriptively and inferentially. The findings revealed that the null hypothesis was rejected and adopt the alternative hypothesis. The results show that the children's performance in English Language Reading Readiness can be improved when the teachers use modeling discipline management method in rehabilitation schools.

6. Gatumu, J.C. & Kathuri, W.N. (2018). An Exploration of Life Skills Programme on Pre-School Children in Embu West, Kenya. *Journal of Curriculum and Teaching*, 7(1). doi.org/10.5430/jct. vol 6, 1, p1-6

Abstract

The Life Skills Programme, which is one of the newest programmes in the Kenya Preschool educational system was explored to establish the impact it had on the lives of preschool children in Embu West, Kenya. A primary school that is perceived as having well-disciplined children was purposively selected. The sample consisted of 39 students, 43 preschool teachers and 31 parents. The data collection methods included use of a questionnaire, interviews, observations and a documentary analysis. A content analysis was used to examine the data collected. A main finding was that, teachers and parents seemed to cherish the Life Skills Programme as a subject that enabled children to acquire relevant skills for their growth, development and survival. Another finding was an indication of a link between children who had mastered the life skills and academic performance. The study recommended the need to develop clear policy and supervisory guidelines to allow the effective implementation of the Life Skills Programme to benefit all children

7. Kazungu T.W., **Gatumu, J.C.**, Origa, J.O. & Timammy, R. (2018). An Influence of Teachers' Pedagogical Methodology on Students' Performance in Kiswahili Writing Skills. *International Journal of Innovative Research and Knowledge*, 3(7), 196-211.

Abstract

Writing skills in second language are the most difficult and can only be acquired when taught by teachers who have competencies in pedagogical methodologies. The purpose of this paper was to investigate the influence of teachers' pedagogical methodologies on students' performance in Kiswahili composition writing in secondary schools of Kenya. The study adopted a quasi-experimental research design in which pretest and posttest mean scores for experimental and control group were compared and the effect of an intervention was analyzed. The respondents of the study were 16 teachers and 637 form four candidates from a sample of 16 public secondary schools, which were divided half of them in the experimental group and the other half in the control group. The research instruments were questionnaires, observation schedule, documentary analysis, students' pre-test and post-test mean scores and an intervention module. The study findings indicated that use of traditional approach to teach Kiswahili composition writing resulted to lower pretest mean scores for both experimental and control groups and posttest mean scores for control group while the use of modern approach, resulted to higher posttest mean scores for the experimental group. The significant difference between experimental and control group in the post-test mean scores was indicated by a mean difference of 1.34, a T value of 4.04 with a degree of freedom of 489 and 2-tailed significance of 0.000 which was $0.000 < 0.05$. The study therefore concluded that students' Kiswahili writing skills can be improved when teachers are committed to teaching using process-oriented approach. The study recommended that there is need to in-service the Kiswahili teachers on the use of process-oriented approach in teaching Kiswahili composition and the teacher training institutions need to equip the Kiswahili teachers with modern pedagogical methodologies of teaching writing skills in second language. The schools' administrators also need to support the teachers with the necessary resources and time so as to use the appropriate methodologies for teaching writing.

8. Ganira, K.L., Odundo, P.A., **Gatumu, J.C.** & Muasya, J.N. (2018). Social Studies Curriculum Content and Respect among Preschool Children in Nairobi County, Kenya. *The International Journal of Social Sciences and Humanities Intervention*, 5(6), 4842-4848.

Abstract

Social studies curriculum develops opportunities for learners to interact and address multiple and diverse perspectives on a variety of issues, enriching social and personal lives for a democratic society. Formation of social interactions and engagements enable learners to acquire and apply dispositions for shaping character as respectful citizens. Ability to recognize people in school, activities and care for property would enable learners nurture sense of respectfulness for social integrity. The study adopted an evaluation research model based on both quantitative and qualitative interpretative paradigms. The social constructivist theoretical framework was used to determine relevance of social studies curriculum content in enhancing the value of responsibility among preschool children in Nairobi County. Neighborhood, my school and health practices were singled out in this study. The target population was 98 preschool teachers purposely sampled from 211 preschools. Questionnaire for preschool teachers were used as the main data collection instruments. Quantitative data was summarized and organized according to research questions and arranged into themes for analysis. The findings indicated that social studies curriculum content is relevant in enhancing respect among preschool children. The study recommended that teachers should create a learning environment for learners to listen to each other's point of view, contribute own ideas and appreciate diversity. For policy the study recommended that structures that encourage respect as a value should be included in school missions and visions for learners to imitate

9. Ganira L, Odundo P, **Gatumu J.C.**, Muasya J. (2018). Relevance of Social Studies Curriculum Content for Enhancing Responsibility among Preschool Children in Nairobi County, Kenya. *Journal of Education and Training* 5 (2), 205-220.

Abstract

Relevance of preschool social studies curriculum content develops learners' sense of belonging to the community and country for effective cohesiveness. Sense of belonging is achieved through inculcating right dispositions for reinforcing responsive, efficient and effective individuals in preparation for citizenship in adulthood. Nurturing sense of responsibility among learners creates skilled and informed individuals sensitive to social issues who effectively nurture *cohesiveness as participants in a just society*. *The study was informed by evaluation research model using both quantitative and qualitative interpretative paradigms. The social constructivist theoretical framework informed the study in determining relevance of social studies curriculum content in enhancing the value of responsibility among preschool children in Nairobi County. Evaluating social studies curriculum content was drawn from 'neighborhood, my school and healthy practices' as key determinants of responsible citizens within a community. The target population was 98 preschool teachers purposely sampled from 211 preschools. Questionnaire for preschool teachers were used as the main data collection instrument. Quantitative data was summarized and organized according to research questions and arranged into themes for analysis. The findings indicated that social studies curriculum content is relevant in enhancing responsibility among preschool children. The study recommends that teachers should plan, design class environment and the social studies instruction in ways that cultivate effective civic practice of responsibility.*

10. Kazungu, T.W., **Gatumu, J.C.**, Origa, J.O. & Timammy, R. (2018). An Influence of Teachers' Pedagogical Preparedness on Students' Performance in Kiswahili Writing Skills. *International Journal of Creative Research and Studies*, 2(6), 16-35.

Abstract

Teacher preparedness is one of the basic teacher's pedagogical competencies which facilitate teaching writing in a second language like Kiswahili. The focus of this paper is on the influence of teachers' pedagogical preparedness on students' performance in Kiswahili composition writing among the secondary school students in Kenya. The study adopted a quasi-experimental research design, featuring a pretest, an intervention and a posttest. The sample was 16 teachers and 637 candidates from 16 public secondary schools which were divided into half in the experimental group and the other half in the control group. The research instruments were questionnaires, documentary analysis, students' pre-test and post-test scores and an intervention module. The study findings indicated that, the students' pretest performance for both groups was low where the teachers had not used the syllabus, schemes of work and lesson plan to prepare to teach Kiswahili composition, and also where they planned using product-oriented approach. The posttest performance improved for both groups after the teachers planned to teach, though it was higher for the experimental group, where an intervention based on process-oriented approach was used to plan, than for the control group which had used product-oriented approach. The mean difference indicated a significant difference between the two groups. The study therefore concluded that teachers' competence in pedagogical preparedness influenced students' performance. The study recommended that there is need to in-service the Kiswahili teachers in planning to teach Kiswahili composition writing skills using the process-oriented approach and the teachers to be more committed to planning. The schools' administrators also need to support the teachers and ensure that they prepare and plan for every lesson taught.

11. Mati, A, **Gatumu, J.C.** & Chandi, J. R. (2016). Students' Involvement in Decision Making and Their Academic Performance in Embu West Sub-County of Kenya. *Universal Journal of Educational Research*, 4(10), 2294-2298.

Abstract

Although studies have shown that involving students in decisions that impact their educational outcomes may improve their academic performance, little effort has been put in collating students' views on the appropriate extent of such involvement. Students are key stakeholders and beneficiaries of educational outcomes, as well as determinants of examination results. It is therefore important to study the impact of their inclusion into the school key decision systems. Using data from twelve public day secondary schools in Embu West Sub-County of Kenya, this study attempted to seek the views of students on the effect of their involvement in decision-making on two different fronts: choice of schools in which to enroll and formulation of school rules and disciplinary measures for school rule-violators. It was found that students' involvement in the key decisions of their educational process produces motivation, a sense of ownership and therefore a higher inclination to abide by the set rules, personal drive to meet the individual and collective goals, and an overall higher academic performance. It was recommended that students should be involved at all decision-making levels to the extent that is possible and plausible. Keywords Academic Performance, Student Involvement, Student Participation, Decision-making.

12. Kahiga, R. M., **Gatumu, J. C.** & Rintaugu, E. G. (2015). The Efficiency of the Implementation of the Physical Education Curriculum in Nairobi County and Nyeri County Preschools, Kenya. *Gender & Behaviour*, 13(1), 6559-6566.

Abstract

This paper is based on a cross-sectional survey on the efficiency of the implementation of the Physical Education (PE) curriculum in Nairobi County and Nyeri County preschools in Kenya. The

paper focuses on the PE teaching policy, PE learning facilities and equipment, and the teachers' efficiency in preschool PE curriculum implementation. Nairobi and Nyeri Counties were purposively sampled to provide a geographical comparison. The survey involved 99 preschools selected using stratified random and simple random sampling. The respondents included 60 head teachers, 99 teachers, 60 parents and 4 DICECE officers who were selected using stratified and simple random sampling. Data was collected using questionnaires, interviews, observation schedules, resource checklists and documentary analysis. The data was analysed using content analysis and descriptive statistics such as; frequency and percentages. It was found out that the implementation of the preschool PE curriculum was not efficiently done since PE lessons were used to teach other activity areas and teachers mostly supervised children playing instead of giving instructions. PE learning facilities were found to be fairly adequate. PE equipment and materials were found to be inadequate and this was mostly attributed to lack of funds. The teachers were found to be professionally trained thus competent to implement the PE curriculum though professional development programmes such as seminars and workshops were lacking. Recommendations made were that PE should be taught like all other activity areas and the Ministry of Education inspectorate unit should ensure that this is adhered to in all preschools. Provision of adequate PE learning facilities and equipment should be a requirement for all preschools. All preschool stakeholders should be sensitized on the importance of PE and seminars and workshops should be held regularly for the preschool teachers.

Peer reviewed articles before 2014

1. **Gatumu, J. C.,** & Ndungu, A. (2014). Religious education programmes and moral development of preschool children in Nairobi County, Kenya. *Southeast Asia early childhood Journal*, 3, 24-35.
2. **Gatumu, J.C.,** Munene, L.M & Chandi, J. (2013). Priests' Leadership Styles and Youth Participation in Church Activities in the Catholic Diocese Of Meru, Kenya. *International Journal of Education and Research*, 1, 123-134.
3. Muasya, J.N. & **Gatumu, J.C.** (2013). Ethical Issues in Researching Discourses of Sexual Harassment in Higher Education: Experiences from the University of Nairobi, Kenya. *International Journal of Education and Research*, 1(10), 1-10.
4. Muriithi, E.M., Odundo, P.A., Origa, J.O. & **Gatumu, J.C.** (2013). Project Method and Learner Achievement in Physics in Kenyan secondary schools' *International Journal of Education and research*, 1,161-172.
5. **Gatumu, J.C.,** Origa, J.O. & Miringu, E. (2012). Kenya Preschool Curriculum on Environmental Conservation by Young Children' *International Journal of Early Childhood Education and Care*, 1,1-14.
6. **Gatumu, J.C.,** Chandi R. & Njue, N. (2012). Women participation in Miraa (Khat) business and the academic performance of primary school children in Runyejes Division, Embu, Kenya. *International Journal of Humanities and Social Science*, 2, 82-87.
7. **Gatumu, J.C.,** Inyega, J.O & Inyega, H.N (2011). Teaching Practice Experiences: Invaluable Insights from Video Cases in Kenya. *Fountain Journal of Educational Research*, 11-30.
8. **Gatumu, J.C.** (2010). Head Teachers' Tasks in the Implementation of Preschool Curriculum in Kenya Public Preschools. *Ife Psychologia: An International Journal of Psychology in Africa*, 18, 12-32.
9. **Gatumu, J.C.** (2009). Impact of Counseling on the Sexually Abused Children's Academic Performance: A Case Study of Two Children in a Foster Home in Thika, Kenya,' *Journal of Sociology, Psychology and Anthropology in Practice*, 1, 112-125.

10. **Gatumu, J.C.** (2008). Activities of three to six year old children not in preschool: the case of Mbeere District, Kenya', *Egerton Journal of Humanities, Social Sciences and Education*, 7, 252-265.
11. **Gatumu, J.C.** (2005). Involvement of Parents in the Physical Facilities of Preschools in Muthithi Zone, Maragua District, Kenya. *Kenya Adult Educator, A Journal of the Kenya Adult Education Association*, 7, 16-23.
12. **Gatumu, J.C.** (2005). Christian Religious Education in Kenya: A historical and socio-cultural perspective', *Fountain Journal of the Faculty of Education*, 2, 29-42.
13. **Gatumu, J.C.** (2002). Milestones in Child Growth and Development', *Conference Report on quality, viable and sustainable early childhood development service for the African Child*, 37-38.
14. **Gatumu, J.C.** (2002). Attitude factor and the future of Christian Religious Education in Kenya Secondary Schools', *Fountain Journal of the Faculty of Education*, 25-36.
15. **Gatumu, J.C.** & Origa, J.O. (2001). Philosophical and Psychological issues in transition. *Report on the National workshop on transition from preschool to primary on 5th April, 2001 at Kenya Institute of Education Nairobi*, 40-55.
16. **Gatumu, J.C.**(1998). Development of an attitude scale for Kenya Secondary Christian Religious Education Teachers and Students. *Ife Psychologia*, 6, 94-115.

Study Modules

1. Gatumu, J.C.(2021) Pedagogy of Religious Educationin progress
2. Gatumu, J.C (2020) Pedagogy and early years education. University of Nairobi: Open and Distance Learning.
3. Gatumu, J, C, (2020) Educational research methods for Early Childhood Education
4. Gatumu, J.C (2019) Religion and Early years education. University of Nairobi: Open and Distance Learning
5. Gatumu, J.C (2015) *Religious Education methods (Module)*. University of Nairobi: Open and Distance Learning.
6. Gatumu, J. C. (2013). *Philosophical foundations of early childhood education (Module)*. University of Nairobi: Open and Distance Learning.
7. Gatumu. J. C. (2009). *Reflective Teaching*. African Virtual University (Online module)

Research Reviews

1. Reviewed manuscripts for journal articles for Maasai Mara University:
 - Differences in teacher intentions to apply SMASSE methods in teaching secondary school mathematics and science-based on gender and working experience in Kericho and Bomet counties of Kenya
 - Effects of teachers demographic variables on implementation of information communication technology in public secondary schools in Nyeri central district, Kenya.
 - Fundamental basis of individual fulfilment as a goal of university education among the undergraduates in Kenya.
 - Relationship between functions of counsellor supervision and level of burnout: the case of VCT counsellors in selected counties in Kenya.
2. Reviewed eight articles for Initiative Innovation for Strengthening Educational Systems for Aga Khan Academy, Mombasa

6. GRANTS

2020/2021: I am a co-investigator: World Anti-Doping Agency (WADA) Social Science Research Grants 2020: *Understanding the role of Kenyan Collegiate athlete support personnel in the pursuit of clean sport*. Research in progress

2019 to 2024: Concordia University, Canada. *Using Educational Technology to Develop Essential Educational Competencies in sub-Saharan Africa 2017 to 2024* – Grant number: 895-2017-1008. The grant is being used to train academics and early years education students in digital literacy (Learners Tool Kit) by Already 23 lecturers, seven technical staff and 68 students have been trained and are ready for their teaching practice in the 47 counties of Kenya

Small grants:

- 2018 Travel and subsistence grant to attend a training programme on *Coming back to Africa* by Focolare Centre, Kenya.
- 2019 Training and subsistence grant to attend a training programme on *Sports for peace*, by Focolare Centre, Kenya.
- 2013 Travel and subsistence grant to attend a training programme on *Learning fraternity and Children's rights* by Focolare United World, Italy.
- 2012 Travel and subsistence grant *Training of Trainers for District Centres for Early Childhood Education* by UNESCO, Kenya.
- 2009 Travel and subsistence grant by the World Bank for *Joint Planning Committee Seminar* in Juba, South Sudan.

7. WORKSHOPS, SEMINARS AND CONFERENCES

Gatumu, J. C. (2020). Bloom's Taxonomy in Students' Pedagogy of Religious Education During Teaching Practice in Kenyan Secondary Schools in the 3rd annual international conference on research and innovation in education (AICRIE) theme: collaborative and problem-solving based teacher education 14/10/2020 - 15/10/2020.

Kazungu, T and **Gatumu, J.C.** (2019). Presented a paper entitled *Teachers' pedagogical competence in designing assessment techniques for students' performance in Kiswahili composition writing skills in secondary schools in Kenya*. in the 2nd Annual International Conference on Research and Innovation in Education on the 23rd and 24th October 2019.

Kathuri, W.N, **Gatumu, J.C** and Muasya, J, N. (2019) *Head teachers' instructional supervisory tasks and values acquisition through Christian Religious Education among pre-primary children in Manyatta, Embu county* in the 2nd annual international conference on research and innovation in education on the 23rd and 24th October 2019.

Gatumu, J.C. (2019) Delegate in Nordic Conference on Religious Education 2019 in Norway 11th to 14th June in Tondheim, Norway

Gatumu, J.C. (2019). Presented a paper entitled *Decolonised Values- Based Education* on 14/03/2019 in a symposium organized by the Department of Educational Foundations, School of Education, University of Nairobi

Gatumu, J.C. (2018) Delegate at the International Early Childhood Development (ECD) Conference organized by the Africa Early Childhood Network at Safari Park Hotel, Nairobi Kenya in October 2018

Gatumu, J.C. and Ayiemba, E. (2018), Presented on the topic *supervisor-student relationships and means of resolving differences that arise during the process of supervision* for Directors and Deans, University of Nairobi 8 June 2018

Gatumu, J.C. and Chandi, J. R (2018) Presented *Non-examined secondary school curriculum and quality teacher education: case of University of Nairobi students on teaching practice in Meru* in the School of education conference on 25th October 2018

Gatumu, J.C. (2018). Participated in "Come Back to Africa" Conference from the 3 to the 7 of January 2018 in Mariapolis Piero near Nairobi, Kenya.

Gatumu, J.C. (2017). Presented on the topic supervision and progress reporting of graduate students On 10 May 2017 in a workshop for Deans and Directors, University of Nairobi

Thumbi, K., **Gatumu, J.C.**, & Muriithi, E. M (2016). Peer Mentoring in Reflective Teaching and Preschool Children's Academic Performance in Molo, Kenya. *Transforming Africa Book of conference proceedings Special edition for Nairobi Innovation week*, 108-114.

Kahiga, R.M., **Gatumu, J.C.** & Nteere, J.S. (2016). Impact of the Implementation of Physical Education Curriculum in The Lives of Preschool Children in Nairobi and Nyeri counties. *Transforming Africa Book of Conference Proceedings Special Edition for Nairobi Innovation week*, 47-52.

Gatumu, J.C. (2016). Presented: Effective lecturing in higher education to Lecturers of CEA at Central Catering Unit, University of Nairobi (29 June 2016).

Gatumu, J.C. (2016). Facilitated a workshop on: Pedagogical techniques for teaching 3-8 year old children to Rainbow Nursery School teachers, at Mariapolis Piero, Juja (16 November 2016).

- Gatumu, J.C.** (2016). Facilitated a workshop on “Pedagogical techniques for teaching 3-8 year old children” for to Light Kindergarten School teachers, Nairobi (13 April 2016).
- Gatumu, J.C.** (2015). Delegate in the PhD supervision workshop at Mazzoni organized by the Office of Deputy Vice Chancellor, Research and Extension, University of Nairobi (4 May to 7 May 2015).
- Kahiga, R.M, **Gatumu, J.C.** & Nteere, J.S. (2015). Presented: Sustainability of the implementation of preschool Physical Education curriculum in Nairobi and Nyeri Counties” in 2nd Africe International Conference held at Kenya Science Campus, University of Nairobi (18 June to 19 June 2015).
- Gatumu, J.C.** (2015). Presented: A Journey of being a preschool teacher through in-service programme to Serare School Kindergarten teachers (9 April 2015).
- Gatumu, J.C.** (2014). Presented: Teachers’ team-working in transforming education, Educational conference on Transforming Education at Maria Polis Piero, Thika (23 May to 25th May 2014).
- Gatumu, J.C.**, Muriithi, E.M. & Kingaru, T. (2014). Presented: Reflective teaching and preschool children’s academic performance in Molo District, Kenya, Ireland International Conference in Education (28 April to 30 April 2014).
- Gatumu, J.C.** (2013). Attended: International Conference on Learning Fraternity and Child Rights in Rome, Italy (4 September to 14 September 2013).
- Gatumu, J.C.** (2012). Presented a paper: “Holistic approach to early childhood development programming in Kenya”. A conference organized by UNESCO on training of Trainers for District Centres for Early Childhood Education (DICECE) in Kenya at the Kenya College of Insurance (17 December to 19 December 2012).
- Gatumu, J.C.** (2012). Delegate in the: Conference on Education in the light of unity organized by Focolare Movement at Mariapolis Piero, Juja (13 July to 15 July 2012).
- Gatumu, J.C.** (2011). Participated in the International Study Group Training on about Reggio Emilia Approach in Reggio Emilia, Italy (10 April to 15 April 2011).
- Gatumu, J.C.** (2010) Participated in the CESAR Training workshop on Education in Emergencies at Kasarani Sports View Hotel (16 March to 19 March, 2010).
- Gatumu, J.C.** (2009). Participated in the Joint planning committee seminar about training of primary school teachers for Southern Sudan by University of Nairobi, University of Addis Ababa and Juba University, Juba (8 December to 13 December 2009).
- Gatumu, J.C.** (2007). Delegate and analyst in the World Forum on Early Care and Education at Kuala Lumpur, Malaysia, (15 May to 18 May 2007).
- Gatumu, J.C.** (2006). Presented the topic *Schemes of work for teaching in an Instructional Technique course for instructors of Kenya Police College*, Kiganjo at CEES, University of Nairobi (30 August 2006).

2005 to 2009 : Gatumu, J. C presented a paper “Teaching strategies’ and ‘Effective lecturing” at pedagogical training workshops on training of University of Nairobi lecturers

2002 Gatumu, J. C presented a paper on “Early Childhood Education in Kenya” on 25th September 2002 at Hogskolan I College of Education and Behavioural Sciences, Boras, Sweden and also planned for a Link between the department of Educational Communication and Technology and Hogskolan I in the area of Early Childhood Education. This trip was organized, coordinated and financed by Hogskolan I College of Education and Behavioural Sciences, Boras, Sweden.

Gatumu, JC participated in the writing workshop for the Diploma curriculum for Early Childhood Development Trainers on 1st to 7th September 2002 in Nakuru. It was organized and coordinated by National Centre for Early Childhood Education, Kenya Institute of Education.

Gatumu, JC Attended the Early Childhood Development Regional Conference held at Mombasa on 17th to 23rd February 2002 organized by Kenya Institute of Education and Bernard van Leer Foundation and presented a paper entitled “*Milestones in child growth and development.*”

2001 Gatumu, JC Attended a national workshop on Transition from preschool to primary school held at Kenya Institute of Education on 5th April 2001. I presented a paper entitled “*Philosophical and psychological issues in transition from preschool to primary school*” Kenya Institute of Education published it in 2001.

1998 Gatumu, JC Attended a workshop on instructional materials development for Family Life Education at Garden Hotel in Machakos, Kenya, August 30 to September 4, 1998 organised by United Nations Population Fund-Regional Population IEC Training Programme for Anglophone Africa, Kenya

1992 Gatumu, JC Attended a seminar on “Advances in Qualitative Research Methods at Silver Springs Hotel, Kenya from 15th to 28th June 1992 organised by International Development Research Centre (IDRC)

1990 Attended a workshop organized by National Council of Churches on teaching of Christian Religious Education at Ufangamano House, Nairobi from 15th to 19th October, 1990 and presented a paper entitled “*The role of Christian Religious Education teachers in Kenya secondary schools*”.

8. CONTRIBUTION TO THE UNIVERSITY OF NAIROBI

- 2018 DRAFTING UNIVERSITY OF NAIROBI AND AFRICOD MOU
 - 2018 PARTICIPANT IN STRATEGIC PLANNING FOR CEES 2018-2023
 - 2016 PREPARING GRADUATE SCHOOL QUESTIONNAIRE FOR SUPERVISORS AND SUPERVISEES
 - 2014 Developing Master of Education in Pedagogy Syllabus and Regulations
 - 2014 Developing Master of Education in Religious Education Syllabus and Regulations
 - 2011 Developing PhD in Early Childhood Education Syllabus and Regulations
 - 2009 Developing Master of Education in Early Childhood Education Syllabus and Regulations
 - 2005 Developing Bachelor of Education in Early Childhood Education Syllabus and Regulations
 - 2004 Initiated an international link between the Department of Educational Communication, University of Nairobi and Technology and Hogskolan I College of Education and Behavioural Sciences, Boras, Sweden in the area of Early Childhood Education. The Memorandum of Understanding between the two universities was prepared and signed by the University of Nairobi Vice Chancellor.
 - 2002 Developing Diploma in Early Childhood Education Syllabus and Regulations
 - 2002 Developing Certificate in Early childhood Education Syllabus and Regulations
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9. COMMUNITY AND GLOBAL INVOLVEMENT

Member of the following community social groups:

- ❖ Grassroots Development Initiatives Foundation-Kenya (GRADIF-K)
- ❖ Africa early childhood network
- ❖ The Woman on Mission Group
- ❖ Cardinal Maurice Otunga Small Christian Community, Kenyatta University Catholic Chaplaincy
- ❖ Focolare Movement, Mariapolis Piero, Juja, Thika

- ❖ Academic Moral Economic and Social Organisation (AMESO)

Between 2009 and 2014, facilitated international development: critical perspectives on theory and practice on education and literacy track for students from University of Minnesota, USA

10. ASSOCIATIONS' AFFILIATIONS

Member of:

- ❖ National Association of Religious Education Teachers
 - ❖ Foundation of Reggio Children- International Malaguzzi Centre
 - ❖ World Forum on Early Care and Education
 - ❖ International Society in Early Intervention (ISEI)
 - ❖ Alumni of Institute of Social Sciences , The Hague
 - ❖ Alumni of In Touch King's College, University of London
 - ❖ Goodenough Alumni, London House, University of London
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11. CURRENT ACTIVITIES

1 Developing modules for:

- ❖ Med RE

2. A research on pedagogy for caring in Nairobi preschools

3. Developing proposals on:

An evaluation of value education in preschools in Kenya

Reflective teaching and children's social skills

Students' readiness for teaching practice

New pedagogy for behavior change

Feedback for students during teaching practice

Parental programmes and Competence Based Curriculum (CBC) in Kenya

12. PREVIOUS WORK EXPERIENCE

Kenya National Examinations Council, Nairobi, Kenya

1987 to 1993 Assistant Chief Examiner of Christian Religious Education

Competencies developed:

- Coordination of national marking
- Assessment and evaluation devices
- Writing marking schemes
- Writing examination reports
- Team building and working
- Meeting deadlines

Kilimambogo Primary Teacher Training College, Thika, Kenya

1983 to 1990 Lecturer of Christian Religious Education, Geography and Professional Studies

Competencies developed:

- Preparing schemes of work and lesson plans
- Teaching practice supervisions skills
- Micro teaching sills
- Evaluating students
- Lecturing skills
- Mentoring skills
- Counselling skills

St. Teresa's Girls, Nairobi, Kenya

1980 Secondary school teacher. Taught Christian Religious Education and Geography

Kyeni Girls High School, Embu, Kenya

1975 to 1979 Secondary School Teacher and Deputy Headmistress at Kyeni Girls High School, Embu. Taught Christian Religious Education and Geography.

Competencies developed:

- Class control and discipline
 - Confidence in communication
 - Being accountable
 - Planning and presentation of lessons
 - Team working
 - Delegating work
 - Taking minutes
 - Guidance and counseling
 - Timetabling
 - Mentoring skills
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13. HOBBIES

1. Cooking
 2. Reading autobiographies
 3. Counselling
 4. Reflecting on my journals
 5. Community services
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14. REFERENCES

1. **Professor Isaac Jumba:** Principal, CEES, University of Nairobi, Box 30197- 00100, Nairobi, KENYA
 2. **Professor Gerald Kimani:** Department of Educational Administration and Planning, School of Education, CEES, University of Nairobi, Box 30197- 00100, Nairobi, KENYA.
 3. **Professor Lewis Ngecu:** Department of Educational Foundations, School of Education, CEES, University of Nairobi, Box 30197- 00100, Nairobi, KENYA.
 4. **Professor Akala :** Department of Educational Administration and Planning, School of Education, CEES, University of Nairobi, Box 30197- 00100, Nairobi, KENYA.
 5. **Professor Samson Gunga:** Department of Educational Foundations, School of Education, CEES, University of Nairobi, Box 30197- 00100, Nairobi, KENYA.
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