

NCDC Training for Master Trainers

Day One

-The team leader, Mr. Baale, gave an overview of the curriculum reform as follows;

- Subjects have been reduced from 42 to 22; adjustments of teachers will be done but no teacher will be eliminated.
- Different stakeholders will be engaged but most importantly the teacher who is the implementer, whose role we shall see during the training.
- He emphasized the objectives of the training as creating awareness among implementers of the reasons for the revision of the lower secondary curriculum, To share information on the changes that have been made on the curriculum, To build capacity of the master trainers on facilitation techniques, To build a mass of trainers to support the implementation of the revised curriculum.

- The participants were then agreed on the way of working (Ground rules), followed by generation of expectations.

-The class environment was then altered into groups of ten people per table for random mixing.

TOPIC ONE: Understanding and Preparing for Change by Caroline and James Droti

-The difference between curriculum reform and curriculum review is that a reform is a total overhaul of the curriculum, the assessment and the examination while a review means making small changes in the curriculum.

-The background of the curriculum reform is in the vision 2040, The National Development Plan II, The UN's 2030 sustainable development goals, the Education Sector Strategic Plan (ESSP 2008 – 2020).

- The rest of the presentation was characterized by questions, group discussions, sharing and harmonizing.

Q 1: What is change?

- A transformation/shift from one form to another.
- A process through which something becomes different
- A shift or move from one position, idea, old state to another
- Doing something in a new way
- Partial or total transformation from one form to another
- Formation of new products from reactants

-In all these definitions, the common terms were transformation, new state, old state, process, adjustment.

Q 2: What are the common terminologies that depict the society we live in?

- People power, Swag, Stamina, slay queens, Fitting, Bursting, Guy, Digital, Analogue, Webereremu, Nfunirawa, Facilitator, Work, Wizzard, Sms, Network, Whatsapp, Emoji.

-There is a new generation depicted by these new words, therefore, students need to understand the present.

Q 3: What kind of world do we live in?

- Peaceful, Dynamic, Digital, Hustling, Corruption, world of equality, HIV free, competitive, not knowing where we are, Hostile, Challenging, Promising, Volatile, Uncertain, Global, Unpredictable, Hectic, Paradox

Q 4: What kind of qualities would you want a learner to have in order to live in such a world?

- Innovative, creative, critical thinker, problem solver, Good communicator, hard working, God fearing, time manager, flexible, persevering, ability to cope and adapt, multi skilled/multi lingual, willing to learn, lifelong learner, competitive, collaborative, self discipline, skillful, thoughtful.

Q 5: have you ever heard of VUCA?

- Kiswahili term for “to cross”

Volatile – Speed of change in the world in general associated with fluctuation in demand, turbulence and short time markets.

Uncertain – Extent to which we can confidently predict the future. Usually associated with people’s inability to understand what is going on.

Complex – the number of factors we have to take into account.

Ambiguous – Lack of clarity about how to interpret something e.g incomplete information.

Q 6: Why change?

- To cope with the changing/dynamic world/changing needs/VUCA
- To break routine
- To solve societal problems
- To overcome global challenges
- To increase survival skills

-we need to understand why the change not what the change. The change is because of the need to produce citizens with employable skills who are competitive in the job market.

- ❖ The common words used today are slung; shouldn’t they be embraced by UNEB?

TOPIC 2: Role and Qualities of a Facilitator by Abu, Jean and Generous

“We will be facilitators at the next level, what have we learnt so far to help us facilitate successfully? What should we do to implement the task ahead of us?”

Q 7: Who is a facilitator? One who

- Guides/helps/directs others on a specified topic
- Helps others to achieve a goal
- Moderates learning sessions technically for improved learning

Q 8: What is the difference between a facilitator and a trainer?

- A facilitator guides/helps others to discover while a trainer has knowledge to pass on.
- A facilitator helps learners to acquire knowledge while a trainer gives instructions
- A facilitator learns from other people in the process while a trainer is more informed about what he is passing on.

Q 9: What does it take to be a facilitator?

- Good listener, Knowledgeable (both content and knowledge of learners), Good communication skills, Committed, Creative, Cooperative, motivator, patient, not biased, flexible, good moderator, good time manager, good researcher.

Q 10: What will be your role as a facilitator in the curriculum review 2020 and beyond?

- Sensitize the public about the need for curriculum review.
- Facilitate training sessions
- Guide on the implementation of the new curriculum.
- Monitor the implementation process.
- Give feedback and recommendations to NCDC on the curriculum review process.

Assignment: In what ways are you going to change your school environment as facilitators in 2020 and beyond?

TOPIC 3: The Curriculum Framework Document by Pamela and Mude

Q 11: What is a framework?

- A plan to be undertaken in a specific period of time
- An orderly arrangement of ideas for implementation in a specific period of time
- A layout of activities to be done in a specific time to achieve particular objectives
- A set of steps to be followed to attain a certain goal in a given period of time
- A guiding tool to achieve a specific objective
- A chronological summary of the steps to be followed during the process of achieving a task

Q 12: Explain what a curriculum framework is and talk about its importance.

- A layout of courses, subjects and their content to be covered in a certain time for PIEI
- An outline of learning activities specifying the time frame for guiding the implementers
- A sequence of events to be followed in order to achieve learning objectives
- A written breakdown of what is to be done, how it is to be done, the time it will take and how it will be assessed.
- A total sum of activities/body of knowledge/steps to be achieved in a given time

-An organized plan with **set standards, values** and **learning outcomes** that defines the content to be learnt in **definable standard** of what the learner should **know** and be **able to do**. This specifies the **what, how** and **why**.

- With the new curriculum, collision with answers is unacceptable.

Q 13: Study the curriculum framework and discuss what you understand by these concepts

- Key Learning Outcomes – What the learner should be like after being exposed to the curriculum; self assured confident individuals, responsible citizens with love for their country, themselves and others, lifelong learners and positive contributors to society.
- Generic Skills – 21st century skills that help the learner to fit in the new generation in a positive way. They are transferable and not job specific e.g communication skills, ICT skills e.t.c.
- Values – positive/good attitudes, virtues, behaviors acquired by the learners as they go through the curriculum. Learners need them to base on their lives as citizens of Uganda.
- Cross cutting Issues – Issues that are shared across subjects e.g environmental awareness.

THE CURRICULUM MENU

-A list of subjects from which to choose/teach

-21 subjects on the curriculum the 22nd is sign language

At S.1 and S.2 a learner will offer 11 compulsory subjects and 1 elective; at S.3 and S.4, a learner will offer 7 compulsory subjects and not more than 2 electives.

S.1 and S.2	
Compulsory	Electives
English Entrepreneurship Mathematics Biology Chemistry General Science Physics Geography History/Political Education Physical Education Religious Education Kiswahili	Agriculture ICT Foreign Languages Local Languages Literature in English Art and design Performing Arts Technology and design Nutrition and food technology
S.3 and S.4	
English Mathematics Biology Chemistry General Science Physics Geography History/Political Education	Agriculture ICT Foreign Languages Local Languages Literature in English Art and design Performing Arts

	Technology and design Nutrition and food technology Physical Education Religious Education Kiswahili Entrepreneurship
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-**The Graduate Profile:** A mock interview was conducted and participants chose the candidate they thought was fit for the job after going through the curriculum.

Day Two of Training

After housekeeping and day one recap, the following concerns from the clouds were addressed by Jude.

- Difference between a reform and a review
- The curriculum will not create job seekers
- A link between NCDC and UNEB is being worked on. The current curriculum will emphasize formative assessment and the role of assessment will be more on the teacher. Classroom assessment will contribute to the final grade.
- Textbooks are already being written in line with the curriculum.
- NCDC only gives guidance on time tabling but it's the role of the school.
- Timelines about the trainings are not clearly set but the training of teachers will be next depending on the availability of funds.
- Take time to understand what is being presented; don't relax hoping for copies of presentations. Study the syllabus critically to be well versed when training teachers.
- Agriculture remains an elective because not all schools will have the capacity to teach it especially urban schools.
- Content related questions like what is a framework can be addressed on individual basis; participants can approach the facilitators for better understanding.
- The curriculum will enable skills acquisition in a way that skills have been embedded in the various subjects.
- Vocational subjects are elective because some of them are very expensive for schools.
- ICT is going to be used as a tool in all the other subjects.

Topic 4: The Structure of the Curriculum Documents

-Examples of curriculum documents

- Syllabus, Learner's book, Teacher's guide, SOW, Evaluation sheets, Text books, LPs, Worksheets, Record of work/marks.

-The presentation was into sessions characterized by activities

Session One: Linking the syllabus to learner's book and teacher's guide.

Activity 1: In your groups refer to a syllabus, learner's book and teacher's guide

1. Identify the key features in the syllabus
2. What are the key features of the learner's book?
3. What are the key features of the teacher's guide?
4. How are the features in 1, 2, and 3 related?
5. Share your findings.

Syllabus

- Content, Changes in new curriculum, period/duration, ICT integration, Learning outcomes and activities, Assessment forms, key terms, competence, skills and cross cutting issues, theme, class, Duration.

Learner's book

- Topic, keywords, instructional materials, Topic, evaluations, keywords, Competencies, project work, hints, integration of activities, recap of previous knowledge, reference to real life situations, learning outcomes, flow of content, end of chapter questions, T/L aids, rationale, assessment strategies, exercises, introduction to each new topic.

Teacher's guide

- Set competencies, key words, end of chapter questions, content and support, mark allocations and questions, key question and application in daily life, breakdown of content in smaller units, resources(references), tasks, teaching strategies, situational integration, teachers competencies.

Relationship between 1, 2 & 3

- All have activities to be done, same competencies, and learner centered activities, integrate daily life applications.
- The syllabus informs the teacher's guide which in turn informs the learner's book

NB:

- The teacher's guide and learner's book are prototypes (samples) for training that's why they have NCDC logo.
- Curriculum framework and assessment framework are also curriculum documents.
- Teachers should always refer to the syllabus and not depend on subject notes and own experiences only.
- There is need to read and understand the preliminaries since they form a background of what we are teaching.
- We are moving from an objective based curriculum to a competence based curriculum

Link between Syllabus and Learner's Book

- Program planner guides in the teaching and sequencing of topics/themes for the four years. The topic/theme appear as chapter in the learner's book, the sub topic/topic appear as sub headings.
- Number of periods appear in the teacher's guide and not the learner's book because it is for planning purposes
- Emphasis in the syllabus has been shifted to competency, a move away from only knowing but also use of the knowledge. Therefore, the specific objectives are now learning outcomes (NB: LOs are not SMART because learning has no limits)
- In the learner's book, the competency is captured in the introduction of every chapter.
- The suggested learning activities in the syllabus are not cast in stone; the teacher can always design theirs depending on their contexts.
- Sample assessment strategies are also a suggestion.
- Text book/learner's book should be able to help the learner even in the absence of the teacher; therefore, learning activities are spread out.

Activity of integration

- Last activity to evaluate the learner's ability to solve a problem through integration of the knowledge, skills and behaviors acquired in the chapter.
- Activities done should enable the learner to demonstrate the competency stated in the introduction.
- The response shows how the learner has mobilized different resources (Knowledge, Understanding, Skills, Values, Attitudes)

Take Home: How different is the competency based curriculum from the one we have been using.

Topic 5: Formative Assessment in the New Curriculum

The objectives were to understand the assessment of learning, assessment for learning and assessment as learning; and to understand the three types of assessment to triangulation

Activity 1

1. Explain what you understand by the terms assessment of learning, assessment for learning and assessment as learning.
2. How would you make use of these assessments in a classroom setting?
3. How do these assessments improve teaching and learning?

NB: ensure that KLOs, generic issues, values and CCIs come out in the assessment.

-in defining the assessments, look at the purpose and who is doing it

- Assessment of learning – is to find out the outcomes/level of achievement, usually done by the teacher.
- Assessment for learning – is to help the learner to learn; may be done by the teacher to see if the learner is learning during the lesson but is not restricted to the teacher. Learners can also assess themselves.

- Assessment as learning – part of assessment for learning but the main player is the learner (self assessment)

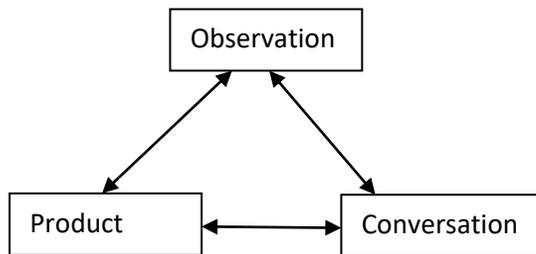
-teachers self assessment will depend on the kind of pedagogy.

Activity 2

Open a syllabus document and read the text about triangulation of assessment opportunities and respond to these questions.

1. What is triangulation? What are the three components of triangulation?
2. How does triangulation relate to assessment for learning?
3. Share your views in the plenary.

Triangulation



NB: Do not encourage continuous summative assessment.

Topic 6: Summative Assessment in the new Curriculum by Moses, Droti and Garry

-Pillars of learning should guide assessment, let there be more learning than teaching in our classrooms. The pillars are learn to know, learn to do, learn to be, and learn to live together.

Session 1: End of Chapter Assessment

-Objectives of the session were to generate an activity of integration, to generate and use an assessment grid to the AOI, to use descriptors.

Activity 1

In your groups

1. Discuss what you would require to prepare a rice dish.
2. Explain the activities you have to do to prepare the dish
3. Share your responses

-responses from the different groups showed that the products were different (vegetable rice, Pilao, boiled rice) which led to components of AOI that include;

- Context/problem/scenario
- Instruction/expected output
- Support

- Abilities/resources

Session 2: Activity of Integration

Your class is planning an end of year party at ... scheduled for 21st November this year starting at 8:30am. Write a letter inviting your friends in the neighboring school.

Activity 2

In your groups,

1. Identify one step in preparing a rice dish and develop a lesson activity.
2. Display your responses

NB: the context of the question should be familiar to the learner e.g.

	P	W	D	L	Pts
Arsenal					
Man U					
Chelsea					
Man city					

-AOI is not a test but to find out whether the learner is able to do that expected task (to find out whether the learner has the competency).

Session 3: Generating assessment grid to the AOI

-objectives of the session were to evaluate an activity of integration using criterion referenced assessment and to use the assessment grid as a tool for assessing AOI

Activity 4

1. Develop an assessment grid to the AOI (preparing rice dish)
2. Score the responses given
3. Share your responses

NB: this assessment demands and follows the actions made to a set standard. Look out for RACE

Relevance – is connected, correct, and suitable for the issue at hand

Accuracy – does carefully conform to the facts and truth known about the issue

Coherence – ideas presented connect to each other smoothly, logically in choice of words in a way that give meaning to the issue.

Excellence – is the exceptional response unsolicited in the instructions. It takes 1 point

Day 3 of Training

Topic 7: Understanding the assessment framework document by Garry and Bonaventure

-Main objective was for participants to understand the assessment framework document.

-The document is in place to provide guidance on assessment

-Participants studied and discussed the structure of the assessment framework and identified the key features as;

- Preliminaries (content, introduction and background)
- Assessment principles
- Criterion references and grade predictors
- Assessment of competencies in the world of work
- Assessment per subject under appendices A to R

-There are many types of assessment; we assess practical skills, written work, oral work, group work, values, attributes etc. Therefore assessment should not be limited to only pen and paper.

-Teachers need to exhibit a high sense of integrity as they assess, store, and record/present their learner's results.

-Questions to ponder over (What, why, how, when, where, when and what do we assess)

-Assessment is not only for students but also for teachers

-Assessment should not be stressful, neither as a means of punishment

-Directorate of industrial training assessment will award certificates of competence for vocational skills of learners before they sit UCE.

-In this new curriculum, it's the methodology that is changing but the content still remains the same.

Topic 8: Integrating ICT in the teaching and learning by Abu and Moses

-ICT is a tool and a subject

-it involves technologies in data computing, storage and dissemination. It's a technology used to send and receive information.

-Participants identified ICTs at school like computers, Ipads, phones, modems,

-Participants came up with ways ICT is integrated in schools, namely;

- In teaching lessons, entertainment, report card making, public address, research, bio data collection, typing and printing exams, security purposes, networking...

-Trainers watched the video: Ugandan Runner and discussed how a teacher can use it in their individual subjects to teach given concepts. The following were identified in each subject;

Physics

- Velocity and acceleration, inertia and newton's laws, group and phase velocity, heat, uses of energy, friction (spikes on shoes), motion in a straight and curved path.

Chemistry

- Energy changes and efficiency, oxygen

Mathematics

- Ranking, Timing, Rates of change, speed, distance, time, velocity (kinematics)

Biology

- Respiration

Sign language

- Athletes used signs

ICT

- Cameras, Timers, address systems

What lessons do you learn from this video?

- ICT can be used to teach any subject
- ICT involvement in the teaching process makes learning interesting and lively. It is a motivator.

-participants used their respective subject areas to showcase how ICT can be integrated in teaching their lessons.

-The following has to be noted when using ICT

- There is need to prepare prior to the lesson by downloading and rehearsing his content so as avoid challenges during the lesson.
- There is need to be open minded
- There is need to work hand in hand with teachers in the ICT department
- There is need to stick to the lesson plan

-The syllabus we are now following strongly encourages/supports ICT integration as shown on page 10 of the syllabus book.

Topic 9: Contribution of each of the subjects on the curriculum to KLOs, generic skills, values, and cross cutting issues

-participants were able to identify how each of the subjects contributes to KLOs, generic skills, values, and cross cutting issues. Presentations were made as per subject.

NB: The main reason for the lower secondary school curriculum reform is to produce citizens with employable skills, who are competitive in the job market, therefore, each of the subjects they learn has a unique contribution towards this agenda.

Day 4 of training

Topic 10: Features of the syllabus document

Activity 1

Who uses the syllabus?

- Administrators, students, UNEB, publishers, researchers, DES, parents, foundation bodies

-Where is the syllabus derived from?

- Vision 2040, SDGs, ESSP, NDP II, curriculum, culture and past history, societal needs, stakeholders, constitution, gov't manifesto.

-what materials can be developed from the syllabus?

- SOW, text books/reading materials, LPs, learning aids, record of work, examinations, lesson notes, teaching guides, timetable.

Activity 2

-In your groups, identify the key features of the syllabus.

- Content, Changes in new curriculum, period/duration, ICT integration, Learning outcomes and activities, Assessment forms, key terms, competence, skills and cross cutting issues, theme, class, Duration.

-How are the features of the syllabus related?

-What is the importance of those features in the learning process?

NB: For the topic earth and space in chemistry and physics, Earth content is covered in chemistry while space content is covered in physics.

Topic 11: Subject specific assessment strategies

-The objectives of the session were to understand criterion referenced assessment and to develop an assessment strategy (using triangulation approach) for a learning activity in the syllabus.

Qn : What is criterion referenced assessment.

- One where scores are given following a certain criteria/standard irrespective of others performance.

Evaluation grid

Activity

1. In your subject groups, develop criteria to assess the activity of integration provided.
2. Identify a learning outcome and its corresponding learning activity and design an assessment strategy that shows the use of triangulation (observation, conversation and product) approach.

Topic 12: Linkage between the syllabus and learner's book

-the objectives of the session were to appreciate the relationship between the syllabus and the learner's book and ...

-while planning activities, think about

- Relevant activity
- Well planned activity
- Efficient resources
- Relevant resources
- Low cost resources
- Availability
- Reusable

Activity 1

In your subject groups,

1. Review the curriculum document
2. Select a chapter in the learner's book and map it with the syllabus

Activity 2

Discuss and list non textbook teaching materials

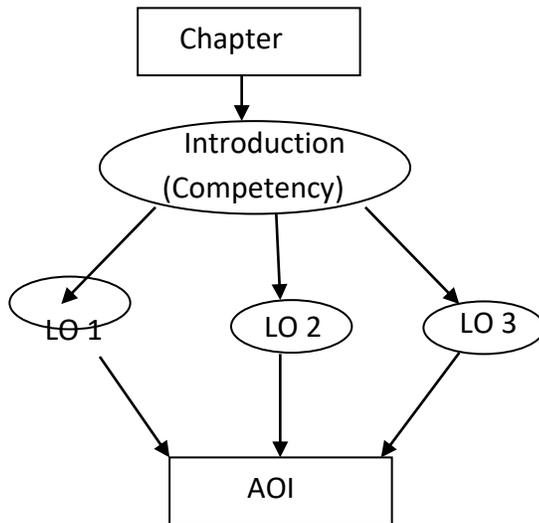
- Phone for internet resources, phone as a timer, laboratory apparatus, improvised materials

Activity 3

1. Select a chapter in your subject area
2. Identify a learning outcome
3. Select a designed activity to achieve the LO
4. Design a learning resource for the activity above

NB: The current curriculum is a shift from objectives (teachers' wish) to outcomes (what is the learner able to do)

Structure of learner's book



NB: Themes are put in the syllabus to assist writers and others see the categorization, therefore, they are not important in the learner's book.

Topic 13: Generating learning activities and using the syllabus and text book

Session outcomes

- Generating learning activities
- Using improvised learning resources in activities
- ICT as a tool for learning
- Finding an opportunity for formative assessment and integration

NB: Learner's should be trained to take notes of whatever is important during the learning process.

Qn : Are the suggested learning activities in the learner's book good?

-What is the purpose of the learning activities?

- Enable learners to concretize Los
- Apply Los in their day to day lives
- Enhance learners competence
- Enable the learners to achieve Los

Are the learning resources suggested always available? If no, what do you do?

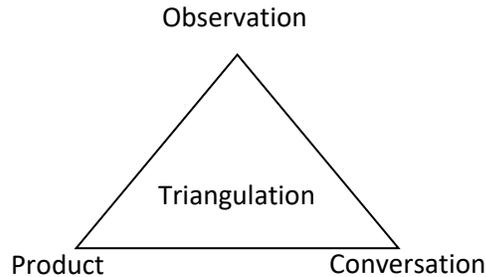
- Improvise where possible

-How and when do we conduct assessment

- When we are teaching, as homework ...
- We emphasize assessment for learning

- We don't teach KLOs, Values, Generic Skills and CCIs but the way you organize the class should bring them out, therefore, the need for triangulation as you facilitate the learning.
- As a teacher, be observant; help learners through the activities and help the learner's do conversation.

TRIANGULATION



- Use learner's experiences in their own context to construct knowledge.

Participants watched a video on triangulation and had the following observations

- Both the learner and the teacher are involved in conversation.
- Observation is at the core of triangulation
- Triangulation is a fair form of assessment
- Results are recorded at each stage

Activity 2

In your subject groups

- generate learning activities on your own
- create improvised learning resources in activities
- include ICT as a tool for learning
- prepare a presentation

Consider an opportunity for formative assessment using triangulation.

NB: The product can be a written report, speech, essay or a physical/tangible item, prototype.

Topic 14: End of topic assessment (activity of integration)

In subject groups, learners were asked to prepare an activity of integration for a topic of their choice and construct an assessment grid.

Day 6 of Training

-Triangulation looks at the fact that we are different and achieve differently. This curriculum looks at all the different abilities and learning styles.

-The reason we go to school is to acquire knowledge, skills and values; not to be better than others.

-AOI is about how we can use what we have studied (not exam format), therefore it is good to have different AOI for even the same learning outcomes.

-Subject groups presented their AOI and the following was discussed

- Coherence considers the logical flow of facts, ideas, procedure, methods in calculations.
- Relevance is in relation with to what is being asked i.e. is the information appropriate for the task in question; does it answer the question; is what the student is presenting necessary.
- Different teachers can have different grids depending on the facts the teacher wants to look at.
- Accuracy looks at how factual e.g Amin ruled Uganda from 1971 – 1979 is more accurate than Amin ruled Uganda.
- A learners response may not be accurate but is coherent, therefore in developing AOI, do not only look at the knowledge only e.g a learner who writes about a bd party instead of Christmas may not score for accuracy but will score for the flow of information.
- Maximum score for any task is not fixed at 3, it can vary, but the higher the score, the more the descriptors in the grid.
- A product in triangulation can be a report, an essay, art piece, physical product, a letter, an article e.t.c. a product is the output after the task.

Topic 15: Linkage between the TG and the LB by Bonaventure, Jean and Diana

-The objectives of the session were to understand the structure of the TG, Understand how the TG links with the LB, and to understand how the TG facilitates learning.

Activity 1

In your groups, look at two corresponding chapters in the LB and the TG

1. Point out the similarities
2. Point out the differences
3. How are the two linked

Activity 2

Consider any two activities in the LB

1. How does the TG treat them
2. What instructions are given to the teacher? Do the instructions facilitate the learning?
3. What additional information is found in the TG and how useful is it?

Topic 16: Recording and Reporting Learner Achievement by Remegius, Pamela, and Droiti

-Learning objective was to understand how to prepare assessment reports

-The journey from the assessment grid to an assessment report requires descriptor and identifiers.

Descriptors	Identifier
No learning outcome achieved	0
Some Los achieved but not sufficient for overall achievement	1
Most Los achieved enough for overall learning achievement	2
All LOs achieved with ease	3

Pam Score – 7 out of 10 about 2

NB: The aim of formative assessment is not for the learners to fail but for the teacher to facilitate their learning outcomes.

End of unit assessment (S1 2020) Physics

	A1	A2	A3	A4	A5	Total	20%
Learner A	3	3	2	3	3	14	18.7
Pam	2	2	3	2	2	11	14.7
Learner C	1	1	2	1	1	6	
Learner D	1	1	2	1	1	6	
Learner E	0	1	2	1	0	4	

Topic 16: Subject Specific Assessment

Day 7 of Training

Activity 2

1. What do you observe in different subjects
 - AOs vary from subject to subject
 - Changes in examination format
2. Changes
3. Examination papers changed
4. Format has also changed

Topic 17: Preparation for a lesson

-How different will our lessons and lesson preparations be in this reform?

-the objectives of the session were to appreciate the importance of a scheme of work for a competence based curriculum, to isolate the key components of a scheme of work in a competence based curriculum and to develop a competence based scheme of work to be used in class.

Qn: What is a scheme of work?

- It is a professional document that highlights what the teacher intends to cover at a particular time bearing in mind that the content will be learnt at that specific time.
- Project set of work in a given period of time.

Qn: What documents do you need to consult to make a SOW?

- Syllabus, TG, LB/text books, assessment framework, curriculum framework.

Qn: Of what importance is a SOW to a teacher?

- Identify Los
- Coherence in teaching
- For continuity incase of sickness/transfer
- Monitor progress of teaching
- Guides flow of content
- Gives reference
- Guides program of study
- Helps a teacher to write a LP
- Helps a teacher seek for relevant material for effective implementation
- Complete specific topics in a given period

Challenges with scheming in our schools

- Lack of materials minimized by improvisation
- Use SOW for witch hunting
- Teachers understanding of content minimize by reading, researching, consulting, team work
- Too much work load (vertical teaching)

Activity 1

Suppose you are assigned to be in charge of checking SOWs what are the key components you would look out for in a competence based curriculum

- Preliminary information, week, period, theme, topic, LOs, competencies, methodology/teaching strategies, T/L materials/resources, references, remarks

Activity 2

Look at the sample SOW in your groups and critique

Activity 1

Form four groups and each group prepares responses to the following:

- (a) what aspects do you expect

- Coherence, gender free lesson, learner's involvement in the lesson, voice projection of the teacher, teacher involvement, rapport/level of interaction, classroom arrangement, learning outcomes to be achieved in a given period of time, preliminary information, assessment strategy, remarks, evidence of the use of triangulation, evidence of integration of ICT, level of improvisation, activities given to the learners, time management, classroom control, rewarding of learners. (summary; lesson preparation, methodology, class management and evaluation)
- (b) Give the characteristics of a good monitoring tool
- Precise and clear,
 - competence based
 - have a time frame
 - identify key issues e.g generic skills, values e.t.c
 - it should have areas of strengths/weaknesses and improvement

NB: The tool we are looking at is mainly geared towards support supervision to teachers in the new curriculum and NOT for administrative reasons/or awarding marks to the teacher. This tool observes the T/L process. The position of the observer in the lesson is everywhere in the class (cautiously move around without disruption)

Activity 2

1. You are provided with a sample monitoring tool, critique it in terms of the qualities, how it assists a teacher, how it assesses the T/L process
 - Suggestion to include an extra column to capture unique observations
 - Qualitative responses are needed in the comments to give meaning to the teacher
 - Change pupils to learners
 - A column for ability of learners to manipulate resources

-the monitoring tool is for improvement to help ourselves as teachers to implement the new curriculum.

-the tool given is simply a guide not cast in stone; focus on the preliminary information if you think it's important.