

NCDC TRAINING

TERMINOLOGIES USED IN THE NEW CURRICULUM AND SYLLABUS

- Competence
- Accuracy
- Value
- Relevance
- Excellence
- Coherence

Competence

- the ability to do something successfully or efficiently

Knowledge

- facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

Value

- the regard that something is held to deserve; the importance, worth, or usefulness of something.

Relevance

- the quality or state of being closely connected or appropriate.

Coherence

- the quality of being logical and consistent.

Excellence

- the quality of being outstanding or extremely good.

INTEGRATION

- The action or process of integrating.

What kind of world do we want to live in?

- Hostile
- Dynamic
- Volatile
- Wonderful
- Global
- Unfair

In groups DISCUSS:

ACTIVITY 1

1. What kind of qualities would you want in a learner to have in order to live in such a world?

ANSWERS

- *Critical thinking*
- *Innovative*
- *Problem solving*
- *God fearing*
- *Flexible*
- *Ability to cope*
- *Skill full*
- *Willing to learn*
- *Competence*

2. Have you ever heard of the **VUCA** world?

ACTIVITY1.

What is VUCA?

- Volatile, Uncertain, Complex and Ambiguous.
- VUCA, short for volatility, uncertainty, complexity, and ambiguity,

CHANGE

- Change is because of the need to produce citizens with employable skills, who are competitive in the job market.

ROLE & QUALITY OF A FACILITATOR

CURRICULUM

Curriculum frame work

- What is a frame work?
- Explain what a curriculum frame work is and talk about its importance.

DAY 8

INTRODUCTION

ACTIVITY 1

Look at two corresponding chapters in the Learners Book and the Teachers Guide.

- Point out the similarities
- Point out the differences
- How are the two linked?

Linkages

- In the teachers guides help in prepares of activities in the learners book
- Content in Teachers Guide is corresponding to the learners book
- Teachers guide smiley similar to leaners book
- Teachers guide the teachers in the assessment to the students.

Activity 2

- Consider any two activities in the LB
- How does the TG treat them?
- What instructions are given to the teachers? DO the instructions facilitate the learning?
- What additional information is found in TG and how usefull is it?

How does the TG treat them?

- It instruct the teacher to instruct the learners
- It tells the teacher to group the learners
- Tells to the teacher look for generic skills from the learners

What instructions are given to the teachers?

DO the instructions facilitate the learning?

- The teacher had to group the learners in a class
- Facilitate the learners
- Observe the different groups
- To guide the learners while learning

When a doctor examines a patient, he/she write. He write a medical report / diagnosis

- When a journalists goes to the field he/she compiled... **writes a story.**
- When a researcher conducts a research he/she writes.....**dissertation for the public.....**
- When a teacher assesses he/she write.....**academic report.**

Learning outcome

- Understand how to prepare assessment report

Assessment grid Assessment report card

Minimum possible per term =3

Minimum possible per term =10)

Assessment Grid			
	CRITERION		
	Relevance	Accuracy	Coherence
Out put	Score 3	Score 3	Score 3
Speech	Score 2	Score 2	Score 2
	Score 1	Score 1	Score 1
Total			10
		Criterion	
	PAM		
Out put	Score 3		
Speech		Score 2	
			Score 2
Total			7

The journey from the assessment grid to an assessment report requires descriptors and identifier.

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

ACTIVITY:

- SCORE  IDENTIFIER

PAM

$$7/10 \times 3 = 2.1$$

- Nearest whole number = 2



END OF UNIT ASSESSMENT (S1; 2020)

	A1	A2	A3	A4	A5	TOTAL
Learner A	3	3	3	3	3	14
Learner B	2	2	3	2	2	11
Learner C	1	2	1	1	1	6
Learner D	1	1	2	1	1	6
Learner E	0	1	2	1	0	4

NB (0) Appears if the student missed the class, course work and absent from the school.

SCHOOL



UNEB

	A1	A2	A3	A4	A5	TOTAL	20%	UNEB
Learner A	3	3	3	3	3	14	14/15*20 = 18.7	18.7 (19)
Leaner B	2	2	3	2	2	11		
Learner C	1	2	1	1	1	6		
Learner D	1	1	2	1	1	6		
Learner E	0	1	2	1	0	4		

KEY LESSON TO TAKE HOME



1. This information can be used to improve learning.

2. The summative teacher assessment will contribute 20% to the final grade of UCE.

NEXT SESSION

FRAME WORK.

- Is a design or a lay out of ideas for implementation

SUBJECT SPECIFIC ASSESSMENT

- REVIEW OF ASSESSMENT FRAME WORK

SUBJECT SPECIFIC ASSESSMENT

Appreciate the proposed subject specific assessment.

Understand the AOs and structure of assessment under the different

ACTIVITY 2

- Back in your page
 - Analyse your findings
 - Share reports with the team
- 1. What do you observe in the different subject.
 - 2. What are some of the changes noted as compared to the current curriculum.
 - 3. What is the key message to trainers in regard to summative assessment

1. What do you observe in the different subject.

- Assessment objectives varies from subject to subject
- Attendance in the examination format.
- Grading schemes shown for each subject
- BIOLOGY, Chem, Maths, Phy
- The same NO of assessment for each.

2. What are some of the changes noted as compared to the current curriculum.

- The examination format change
- Examination paper reduced
- The object questions have been removed
- Terminal exams changed to activity of integration
- Formative assessment

3. What is the key message to trainers in regard to summative assessment

- Summative assessment contributes 80%
- Formative assessment contributes 20%

SUBJECT SPECIFIC ASSESSMENT

Activity one

- Study the subject specific in the assessment in the appendices of the assessment framework
- Record findings on flip chart and share with the rest of team.
- 1. Identify the key features in the proposed subject assessment.
- 2. How many AOs does the subject have?
- 3. What is required of the learner under each AO?

SUBJECT SPECIFIC ASSESSMENT

1. Identify the key features in the proposed subject assessment.

2. How many AOs does the subject have?

SUBJECT SPECIFIC ASSESSMENT

3. What is required of the learner under each AO?

DAY 9

SESSION OBJECTIVE

Participants should be able to;

- Appreciate the proposed subject specific assessment
- Understand the AOs and structure of assessment under the different subjects.

Conclusion

- Assessment of learning is unique per subject
- Number of AOs varies per subject based on, say, the rational.
- All suggestions on summative assessment are to be harmonized together with UNEB

PREPARATION OF THE LESSON

Key objectives

At the end of the session, the participants should;

Appreciated the importance of a scheme of work for a competence based curriculum.

Isolate the key component of scheme of work in a competence based curriculum.

Develop a competence based scheme of work to be used in

SCHEME OF WORK

What is a scheme of work?

- 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.

DOCUMENTS USED TO CONSTRUCT A SCHEME OF WORK

- SYLLABUS
- TEACHERS GUIDE
- ASSESSMENT FRAME WORK
- LEARNER BOOKS
- CURRICULUM FRAME WORK

OF WHAT IMPORTANCE IS A SCHEME OF WORK TO A TEACHER?

- One reason why we use **schemes of work** is that they organize learning more effectively than syllabus content alone might indicate.
- The **scheme of work** allows a **teacher** to tailor the content specified by the syllabus to their strengths as educators, and perhaps also to the particular class groups being taught.
- A **scheme of work** is “a plan for something”. A teacher's **scheme of work** is therefore his plan of action which should enable him/her to organise teaching activities

OF WHAT IMPORTANCE IS A SCHEME OF WORK TO A TEACHER?

- It guides the program of study
- Helps the teacher to write a lesson plan
- It is for easy taking and handling over incase of transfer
- Allows teacher to seek for relevant material for effective implementation
- It helps the teacher to complete specific topics of work within a given period

ACTIVITY

Suppose you are assigned to be in charge of checking teachers schemes of work, what are the key components/aspects will you look for in a competency based scheme of work?

- Week
- Period
- Topic
- Learning outcome
- Methods
- Activity of integration
- Assessment strategies

A SAMPLE SCHEME OF WORK

Week	Periods	Topic	Competence	LOs	Teaching/learning resources	Methodology	References
1 (10 th -15 th feb 2020)	6	Number Base	The learner uses decimal place values develop understanding of numbers written in other bases	Identify numbers in any base using an abacus (k)	Bottle tops to act as counters. Sticks to act as stands on which the bottle tops will be placed, hard paper were the sticks will be stuck. ICT to reinforce understanding of abacus to learn bases.	Learner centered method through the following techniques - Group work will be used to develop communication, cooperation, good listening skills. - Discussion will help in critical thinking skills. - Think pair share to develop the art of listening to another ones opinion, critical thinking, (formative assessment enhanced)	Learners book, Teachers guide Internet.

“The best thing about being a teacher is that it matters”

“The hardest thing about being a teacher is that it matters every day”

LESSON PREPARATION IN A COMPETENCE BASED CURRICULUM

- DEVELOPING

- a) MONITORING TOOL

- At the end of the session, the participants should be able to;
 - Appreciate the characteristics of a good monitoring tool for a competence based curriculum
 - Develop a competence based lesson monitoring tools to be used to support teaching and learning.
 - Use the competence based lesson monitoring tool to observe a mini – lesson.

INTRODUCTORY STATEMENT OF THE SESSION.

ACTIVITY 1

A. When developing a monitoring tool, what do you need to be aware of?

- *We need to consider the key aspect expected to be observed in a competence based lesson.*
- *A precise and clear monitoring tool.*
- *The time to be taken to observe a lesson using this tool*

B. What aspect do you expect to observe in a competence based lesson?

C. Give the characteristics of a good monitoring tool.

Plenary discussion?

INTRODUCTORY STATEMENT OF THE SESSION.

B. What aspect do you expect to observe in a competence based lesson?

- Coherence is expected to be in a group or in a class
- *Assessment strategy*
- *General remark at the end of the school*
- *Class, date, time group.*
- *Activity given to learners*
- *Level of interaction of the learners.*
- *Teaching learning relevancy*
- *Time management*
- *Classroom control and rewarding of learners.*

C. Give the characteristics of a good monitoring tool.

Plenary discussion?

- Skill, values, knowledge.
- Areas of improvement
- SWOT in the monitoring tool
- Precise and clear
- Have a time frame
- Have areas of improvement
- Class room setting
- Students involvement engagement

INTRODUCTORY STATEMENT OF THE SESSION.

B. What aspect do you expect to observe in a competence based lesson?

C. Give the characteristics of a good monitoring tool.

Plenary discussion?

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Activity 2

