**NEW CURRICULUM TEACHERS’ TRAINING 2020**

**OBJECTIVES OF TRAINING THE TEACHERS:**

* To create awareness among implementers and reasons for the review of the lower secondary curriculum.
* To share information on the changes that have been made in the curriculum.
* To build the capacity of teachers and implement the competence based curriculum.
* To build a mass of school based support team of the revised curriculum.

**LEARNING PILLARS ACCORDING TO THE NEW CURRICULUM (KUSVA)**

K – Knowledge

U – Understanding

S – Skills

V – Values

A – Attitude

**TEACHER’S ROLES/DUTIES IN A CLASS:**

It’s triangular based summarized in COP.

C – Conversation

O – Observation

P – Product

C

O P

***N.B:*** The conversation should be intentional and planned earlier.

**LEARNERS’ ACTIVITIES IN THE LEARNING PROCESS:**

D – Discovery

E – Explanatory

A – Analysis

A – Application

**N.B:** - Absence of the DEAA, no learning is considered.

- Competence based learning emphasizes learning from big to small.

**KEY COMPONENTS IN THE NEW CURRICULUM:**

* Rationale
* Key learning outcomes
* Generic skills
* Values
* Cross-cutting issues.

**OTHER POINTS TO NOTE BY THE TEACHER.**

* It’s learners to discuss, explain and conceptualize the issues.
* Team teaching and cooperation.
* Creativity and innovation.
* A teacher is more of a facilitator and a guide in class.
* Teachers should not give notes to learners, its student to present notes to the teacher.

**SUBJECTS:**

A student should take a maximum of 12 subjects, of which 11 are compulsory and a student is required to choose only one from the electives.

**Compulsory subjects at S.1 and S.2**

1. English language
2. Entrepreneurship education
3. Mathematics
4. Biology
5. Chemistry
6. Physics
7. Geography
8. Kiswahili
9. Physical education
10. Religious education it C.R.E/I.R.E
11. History and Political education

**Electives:**

1. Agriculture
2. I.C.T
3. Foreign language
4. Local languages
5. Literature in English
6. Art and design
7. Performing arts
8. Technology and design (T.D, wood work and metal work)
9. Foods and Nutrition .

**S.3 and S.4**

A student is supposed to take a maximum of 9 subjects where 7 are compulsory and 2 are optional.

**Compulsory subjects at S.3 and S.4**

1. English
2. Mathematics
3. Geography
4. Biology
5. Physics
6. Chemistry
7. History and political education

***N.B: For S.3 and S.4, the following become electives.***

1. Entrepreneurship Education
2. Religious education (C.R.E/I.R.E
3. Physical Education.

* A student should opt for one language
* A student should not pick more than one subject from the following categories;

1. Humanities
2. Languages
3. Vocational

**GENERAL ASSESSMENT**

It will be both formative and summative where formative will constitute 20% and summative 80%.

**HOW TO TEACH BASING ON THE NEW CURRICULUM:**

* The teacher is supposed to begin a lesson by giving an activity to learners and is supposed to ask simple questions to stimulate the learner’s thinking.

N.B: The teacher is supposed to be the first in class to organize the class.

* Learners should be put in groups and those groups given names. The names, number and members of the groups should keep on changing.
* Each group should have a chairperson, secretary and one to prevent the ideas generated from the activity.
* Teachers should not consider learners’ ideas wrong but should guide them to the right answer by asking them guiding questions.
* Teachers must make critical observation during an activity and make supplements to their ideas in different groups.

ASSESSMENT:

Refers to the measure of the extent to which established learning outcomes have been attained by the learners.

Forms of assessment:

* Assessment for learning
* Assessment of learning
* Assessment as learning

**a) Assessment for learning:**

This is formative and continuous. It is done during the learning process, by the teacher and learners.

Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work.

HOW TO USE ASSESSMENT FOR LEARNING

* By forming smaller groups
* Assigning tasks to learners in a bid to make them more active.
* Giving audience to small groups to prevent their findings and make them more independent.
* Guiding the small groups on what to learn and the quality of their findings.

**b) Assessment of learning:**

This is summative because you need to give feedback to learners, administrators and parents.

It is done by the teacher.

**How to use assessment of learning:**

* Evaluating the learning process by observing students while they demonstrate skills. You can capture a video, audio or record down and share with the parent, student.
* Collecting written work and other learning products.
* Engaging students in conversation to reveal their understanding and then capturing what the teacher sees and hears digitally.

**c) Assessment as learning:**

This looks at the external forces and sees that every learner is comfortable in class.

The teacher puts in consideration the student’s abilities versus the learning environment.

**How to use assessment as learning:**

* Relating ideas from different groups to come up with a consolidated product.
* Observing the groups to check the progress of the learning process.
* Giving activities to various groups and availing the sources of information.
* Giving challenging activities to learners to check on their learning abilities, skills, values and attitudes during learning process.

**HOW THE ASSESSMENTS IMPROVE TEACHING AND LEARNING:**

* It caters for the three domains of learning i.e cognitive, affective and psychomotor.
* It gives a second chance to demonstrate success.
* A student gains confidence and self esteem is aroused.
* It gives room for critical thinking.
* Cooperation among students.
* Creates activity.
* Students can easily understand.

**TRIANGULATION**

This is a process by which a teacher collects evidence about students’ learning.

The evidence is collected from three different sources namely;

* Conversations
* Observations
* Products
* Teacher’s conversations with learners or between learners should be intentional.
* During the conversations, the teacher looks for generic skills in learners which will come out as the products. The products must be documented or captured on a video or recorder and kept for future reference.

**ACTIVITY OF INTERGRATION:**

This is an end of topic assessment aimed at gauging the learner’s competence.

**DEVELOPING AN ACTIVITY OF INTEGRATION:**

Guidelines:

* What competences are you looking for?
* What learning outcomes do you need?
* Learning activities
* Materials and tools to use.

**COMPONENTS OF AN ACTIVITY OF INTEGRATION:**

1. Context/problem/scenario/situation
2. An instruction/expected outcome/task
3. Support
4. Abilities/resources

**HOW TO DEVELOP A CONTEXT**

* Think and imagine i.e start with an imagination.
* It should be rich in knowledge and information.

**TASK**:

* It is a societal problem that needs to be addressed by the learners.
* It must be clear.

**SUPPORT**:

* It is additional information to clarify the scenario e.g pictures and graphics.
* It’s about what is going to be used to accomplish the task.
* It is provided by the teacher.

**ABILITIES / RESOURCES:**

* These are materials that a learner needs to accomplish the task.
* They can be learning experiences which the learner can use in the daily lite.

Examples of an activity:

A new laboratory has been setup to develop a new chemical to be used as a weapon by your country. As a brilliant young chemist, you have been invited to work in the laboratory. Write an email to a friend explaining why you are planning to accept this invitation.

* Context: A new laboratory setup to develop a new chemical.
* Task: Writing an e-mail

What you are looking for:

* Generic skills
* Values
* Chemistry context
* Communication skills
* Support: - computers

-Internet connection

* Resources: - Email address

- Internet connection

**ASSESSMENT GRID**

**Dimensions of grid assessing activity.**

R – Relevancy

B – Accuracy

C – Coherence

E – Excellence

**Relevancy:**

It should be connected, correct and suitable for the issue at hand.

**Accuracy:**

Does it carefully conform to the facts and truth about the issue?

It looks at accurate units, measurements and application of knowledge.

**Coherence**:

* The teacher must see that the ideas presented connect to each other smoothly, logically in choice of words in a way that gives meaning to the issue.
* It looks for the logical reasoning, flow of facts, clarity of ideas and logical order.

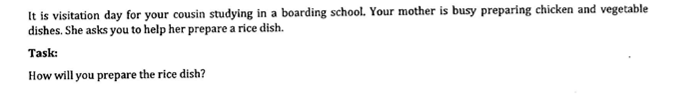
**Excellence**:

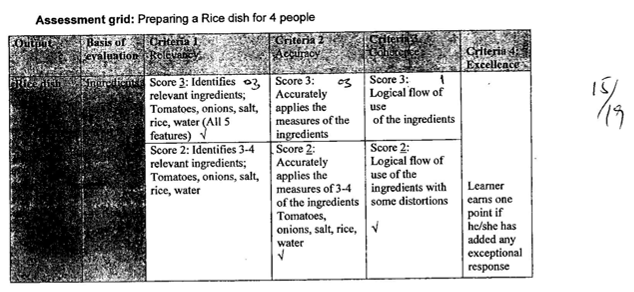
* It is an exceptional relevant response unsolicited in the instructions.
* It is an exceptional response beyond expectations of a teacher.
* It takes one point.

N.B:

* The maximum score for relevancy, accuracy and coherence is 3 in each.
* The minimum score for a poor student is 3 i.e 1 score from each of Relevancy, accuracy and coherence.
* Assessment grid is only for activity of integration.

**STRUCTURE OF AN ASSESSMENT GRID**





**INTERPRETATION OF RESULTS**

|  |  |
| --- | --- |
| **Descriptor** | **Identifier** |
| Some learning outcomes achieved, but not sufficient for overall achievement | 1 |
| Most learning outcomes achieved, enough for overall achievement. | 2 |
| All learning outcomes achieved achievement with ease. | 3 |

**How to arrive at that;**

Get the scores the learner got in the activity of integration, divide it by the expected outcome and multiply by 3.

E.g

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **R** | **A** | **C** | **E** | **Total** |
| 3 | 2 | 1 | ----- | 6 |

Learner A: Scored 6 out of 10

**Learner** B: Scored 9 out of 10

**Learner** C: Scored 7 out of 10

**GRADING SCALE**

|  |  |
| --- | --- |
|  | 3 |
|  | 2 |
|  | 1 |

**HOW TO COMMENT ON THE REPORT CARD**

Consider an example of Chemistry chapter 1; The competence of this chapter is “The learner assesses the application of chemistry in our everyday life and its contribution to our economy”.

**Comment**;

He/she has ………………. Skills in assessing the application of chemistry in our everyday life and its contribution to our economy.

1. Basic
2. Moderate
3. Outstanding

NB: Every competence must be reported.

**HOW TO GET MARKS TO FORWARD TO UNEB AT THE END OF THE YEAR**

*The following table shows learners’ scores in different activities of integration.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Subject : Nutrition and Food Technology  Class : Senior one  Year : 2020 | | | | | | | |
|  | C1 | C2 | C3 | C4 | C5 | Score/15 | Score/20 |
| Learner A | 3 | 3 | 2 | 3 | 3 | **14** | **19** |
| Learner B | 3 | 2 | 2 | 2 | 3 | 12 |  |
| Learner C | 1 | \_\_\_\_\_ | 2 | 1 | 1 | 5 |  |

Considering learner A, the total score for all the activities of integration is 14 out of 15. To get the mark to be forwarded to UNEB at the end of the year; .

**SCHEME OF WORK FOR THE COMPETENCE BASED CURRICULUM**

NAME OF SCHOOL: ……………………

NAME OF TEACHER: …………………. CLASS: …………………

SUBJECT: ……………………………….. TERM: …………………..

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week | Period | Topic | Competences | Learning outcomes | Teaching/ learning resources | Methodology | Reference | Remarks |
|  |  |  |  |  |  |  |  |  |

NB: - In the scheme of work you should show where you are testing the KUSVA.

* Use local and low cost resources.
* The resources chosen must be intentional.

**LESSON PLAN FORMAT IN THE CBC**

|  |  |  |
| --- | --- | --- |
| School: | Date: |  |
| Subject: | Time: |  |
| Teacher: | Duration: |  |
| Class: | Number of learners | Boys: |
|  |  | Girls: |
| Term: |  |  |

|  |  |
| --- | --- |
| Theme:  Topic:  Competency:  Learning outcome(s):  Generic skill(s):  Value(s):  Cross cutting issues:  Key learning outcome(s): |  |

Pre-Requisite knowledge: Learners already have knowledge of: ……………………………

Learning materials: …………………………………………………………………………….

References: LSC syllabus, Learner’s book, Teacher’s guide.